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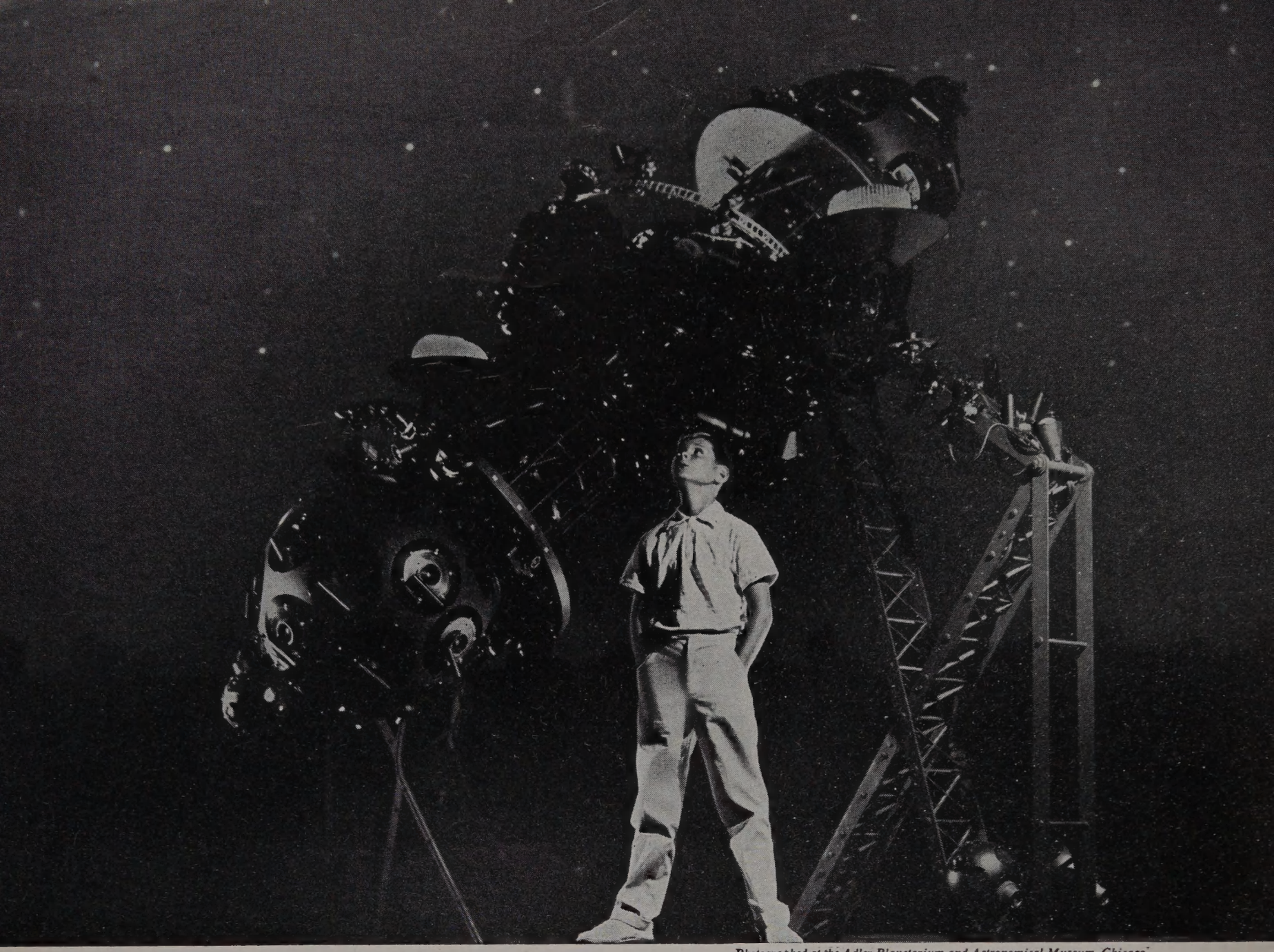

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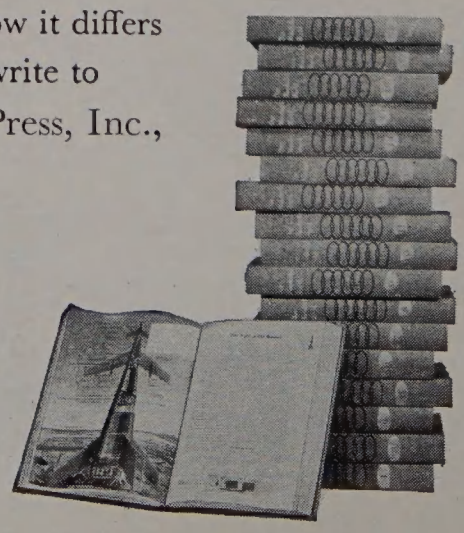

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Our Wonderful World

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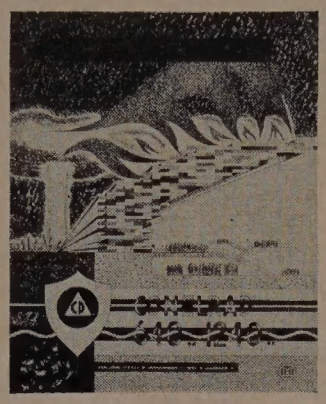

COVER: *Every American should be made aware, without using alarmist tactics, that this nation faces a serious challenge from a political ideology with world domination as its goal. Most persons beyond the range of blast and heat could survive nuclear attacks if adequately protected from radioactive fallout. To assess the threat and urge protection, this month's issue stresses civil defense (p. 253). Cover is by David Smith, Lansing art teacher.*

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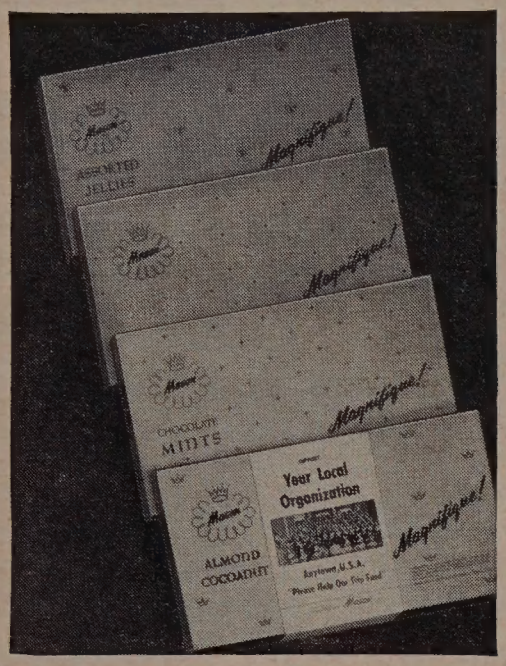

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LETTERS

Hits 'One-Sided Listings'

It would seem to be both appropriate and timely to offer to educators some additional sources of materials on the United Nations and its specialized agencies.

I am thinking of sources that were not included in most educational periodicals at the time they were listing UN sources. I am also thinking that most of the sources given were, knowingly or unknowingly, rather one-sided to say the least.

Publications that represent educational organizations are usually progressive and liberal in viewing contemporary issues. Therefore, it would only be natural to anticipate that, when an omission is brought to light, the periodical would hasten to include the additional data.

The following three sets of materials, while not free, total less than $5. It could be one of the best $5 investments a school could make on UN materials (for teacher reference and enlightenment; not for handing to elementary pupils). It also provides an excellent file for some very thoughtful eye-opening browsing at home as a personal investment by educators.

From the National Defense Committee, NSDAR, 1776 D St., NW, Washington 6, D.C., request their packet of 37 separate informational sheets on UN and UN specialized agencies. Total, $1.64.

Send 60¢ to National Reprint Service, Box 365, Park Ridge, Ill., and request one copy each of their reprints that deal with UN, UNESCO, UNICEF, and other UN agencies.

Request Florence Fowler Lyons, PO Box 215, Montrose, Calif., to send her indexed and bound volume of "Reports on UNESCO," Nov/59 to Dec/60, $2.50. These are reprints from her weekly column in the *Montrose Ledger.*

ROY R. FRIDAY, principal
Ypsilanti public schools

EDITOR'S NOTE: *Not having read the aforementioned publications, the* JOURNAL *will not vouch for their accuracy or objectivity. In our considered opinion $5 would be better spent for official UN publications or for UNICEF Christmas cards (see inside back cover ad). The National Defense Committee Mr. Friday refers to is not the National Defense Commission of the NEA.*

Postscript to 'Birch Letter'

The Union City Teachers' Club wishes to go on record to the effect that the opinions and beliefs expressed in the letter on page 50 of the September issue, "Praises Birch Society," are not necessarily those of Union City teachers. We wish to inform you that Mr. Hundley, the author, is no longer a member of the teaching staff in Union City.

MINA OMO, secretary, UCTC

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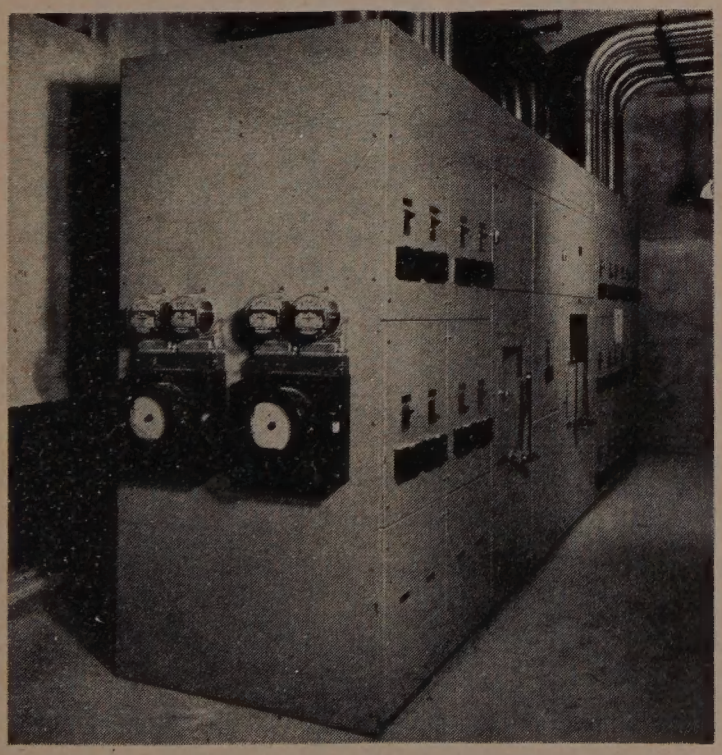
This might have been the boiler room!



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SUMMING UP EDUCATION NEWS

Delegates Named to Con-Con Committees

▸ **A list of appointments** to the constitutional convention's 13 standing committees—nine dealing with constitutional subject matter and four with convention operations—has been approved by the con-con delegates. This list was drawn up by Stephen S. Nisbet, con-con president, in consultation with con-con's three vice presidents, Edward Hutchinson (R-Fennville), George Romney (R-Bloomfield Hills), and Tom Downs (D-Detroit). Some 243 committee assignments were ratified by the delegates.

Chairmen of the nine substantive (subject matter) committees are as follows: declaration of rights, suffrage, and elections—Dr. James K. Pollock of Ann Arbor; legislative organization—Dr. John A. Hannah of East Lansing; legislative powers—T. Jefferson Hoxie of St. Louis; executive branch—John B. Martin of East Grand Rapids; judicial branch—Robert J. Danhof of Muskegon; finance and taxation—D. Hale Brake of Stanton; local government—Arthur G. Elliott, Jr., of Pleasant Ridge; *education—Alvin M. Bentley of Owosso;* miscellaneous provisions and schedules—Claud R. Erickson of Lansing.

Chairmen of the four operating committees include: style and drafting, William B. Cudlip of Grosse Pointe Shores; administration, Dr. Walter D. DeVries of Grand Rapids; public information, Ink White of St. Johns; rules and resolutions, Richard C. Van Dusen of Birmingham. All committee chairmen and first vice chairmen are Republicans; all second vice chairmen are Democrats. The Democratic vice chairmanships are largely honorary, however.

Bentley, chairman of the education committee, was eighth district congressman for eight years and was the Republican nominee for U.S. senator last year. Other members of the education committee include Dr. Charles L. Anspach (R-Mt. Pleasant), first vice chairman; Adelaide Hart (D-Detroit), second vice chairman; Vera Andrus (R-Port Huron); Frank Balcer (D-Detroit); Sidney Barthwell (D-Detroit); Roscoe Bonisteel Sr. (R-Ann Arbor); Theodore Brown (D-Garden City); Anna Conklin (R-Livonia); Edward L. Douglas (D-Detroit); Jack Faxon (D-Detroit); Charles Follo (D-Escanaba); Dr. John A. Hannah (R-East Lansing); Bert Heideman (R-Hancock); Dan Karns (R-Jackson); Keyes Page (R-Flint); Leslie Richards (R-Negaunee); George Romney (R-Bloomfield Hills); Allen Rush (R-Romeo); Carl Spitler (R-Petoskey); and Robert Tubbs (R-Grand Rapids).

▸ *Turn to page 268 for a complete listing of the 144 con-con delegates. Five con-con delegates are MEA members: Andrus Anspach, Follo, Nisbet, and Spitter.*

Radio Stations to Relay MPATI Messages

▸ **Twelve radio stations** in six states will serve as message centers for the "flying classroom" if telecasts to participating schools are interrupted. This was announced by Dr. John E. Ivey, Jr., president of the Midwest Program on Airborne Television Instruction. MPATI began its four-days-per-week lesson schedule Sept. 11. More than a half million students in Indiana, Illinois, Michigan, Wisconsin, Ohio, and Kentucky are receiving the lessons in a 125,000 square mile area.

MPATI expects to be on station (23,000 feet above Montpelier, Ind.) more than 95 per cent of the time. The rapid communications program was developed for the few times the MPATI aircraft will be unable to fly because of weather or other difficulties. "We anticipate failures will occur only rarely," Dr. Ivey said. "When they do, however, MPATI, with the co-operation of the radio stations, will make every effort to let schools know the circumstances as quickly as possible."

A communique has been sent from MPATI headquarters at Purdue University to 15,000 superintendents and principals in the six-state area. The communique tells how schools will be contacted and urges that school personnel monitor one of the radio stations at designated hours. Two Michigan radio stations will assist MPATI in relaying messages to schools: WOOD, Grand Rapids (1300 kc), and WKZO (590 kc).

Attack on Mental Retardation Planned

▸ **President Kennedy has called for** a "comprehensive and co-ordinated" national attack on the problem of mental retardation. He said it now affects five million Americans and is steadily increasing. Asserting that an intensive search to unearth means of curing and preventing the condition has been "too long postponed," the President disclosed he is assembling a panel of physicians, scientists, educators, lawyers, psychologists, social scientists, and others to draft a plan for attack. He called it a national problem that needs a national solution.

Stepped-up research on the condition, the President said in a special statement, conceivably could yield rich by-product benefits to man—possibly uncovering "the secrets of life and man's capacities" and perhaps unveiling social-behavior secrets which might help toward effecting "the rational behavior of nations." He declared that mental retardation is often confused in the public mind with mental illness—but that, actually, it's a condition resulting from a basic abnormality of the mind, manifesting itself "in poor learning, inadequate social adjustment, and delayed achievement." Outlining the present scope of the problem, the President said:

"**Mental retardation strikes those** least able to protect themselves—our children. It affects by its nature their relationships to all members of their families and their friends. Thus, mental retardation is a serious personal matter to at least one out of every 12 people. It disables 10 times as many as diabetes, 20 times as many as tuberculosis, 25 times as many as muscular dystrophy, and 600 times as many as infantile paralysis. By 1970, at this rate we will have at least one million more retarded persons than there are at present. More than half will be children under nine, many of whom will suffer both physical and mental handicaps."

President Kennedy noted that while science has practically eliminated many formerly feared diseases, "the prevalence of mental retardation has steadily increased. Today, one out of four beds in state institutions is assigned to a mentally retarded person . . ." The panel of experts—consisting of about 16 persons appointed by the President—is scheduled to make its final report by Dec. 31, 1962.

NDEA Spurs Increase of Language Labs

▸ **Use of electro-mechanical equipment** in the language field, particularly in the form of language laboratories, has increased sharply since passage of the National Defense Education Act in 1958. A new U.S. Office of Education study entitled *The Language Laboratory* notes that in 1958 only 64 language laboratories were used in high schools. In 1961, the number had risen to more than 2,500.

Multiplication of language laboratories will do little good, however, the study cautions, unless the teacher is trained to use them efficiently. "If the teacher is not ready to teach according to the aims, methods, and materials that have been decided upon (by his school system) and do it without equipment, how can he be expected to do it with equipment?" the report asks. "An in-service training program that gives teachers a basic orientation in the newer methods and materials, as well as ample opportunity to co-ordinate these with the use of simple equipment, is the least that can be done to prepare the way for purchasing any kind of language laboratory system."

The USOE report states that controversies still exist as to the relative importance of various aspects of the language lab. Not all language educators agree on the value of having students record and replay their own imitations of recorded models so that they may compare their own pronunciation with that of the recording. There are a number of intricate problems associated with the equipment and its use. Research on these problems is imperative and, in some cases, is already under way. Author of this report is Joseph C. Hutchinson, of the USOE staff.

College Enrollment Ratios on the Rise

▸ **During the past decade,** the Western and North Central states generally have expanded their higher education systems more rapidly than the South and the Northeast, a new University of Michigan study indicates. Based on data obtained from the U.S. census and the U.S. Office of Education, the U-M analysis shows that the rising *proportion* of children attending college has replaced population growth as the most dynamic factor influencing enrollment in higher education.

Between 1950 and 1960, total U.S. college enrollment jumped from 2.3 to 3.6 million. Yet the college-age population (18-through-24-years-old) actually *dropped*—from 15.8 to 15.6 million. Nationally, the number of students seeking degrees rose from 14.6 to 23.1 per cent of the college-age group. In general, states which ranked high in this respect at the start of the decade improved their position more rapidly than those which ranked low in enrollment ratios. Two key states illustrate the trends:

✓ *1) In 1950, California had 26 persons seeking college degrees for every 100 youngsters in the 18-24 age bracket. By 1960, this proportion rose to 38 out of 100. Today California leads all the major states in providing college education for its youngsters.*

✓ *2) New York, in contrast, had 21 students for every 100 college-age youths in 1950. During the decade, its growth rate lagged far behind the national average, amounting to less than half the California gain. Today New York has about 27 students for every 100 persons in the 18-24 age bracket. The state ranks second nationally in total college enrollment, but has slipped from fourth to fourteenth place in the ratio of students to its college-age population.*

Five of the 10 states which have shown the greatest percentage gains on this basis during the past decade are in the West, while three are in the North Central region. The "top ten" in order are the District of Columbia, South Dakota, Nebraska, California, Oregon, Wyoming, North Dakota, Utah, Arizona, and Massachusetts. In these states, the individual increases ranged from 11 to 19 more students for every 100 college-age youths. For the entire nation, the increase averaged about eight students per 100.

Rising from twenty-second to eighteenth place nationally, Michigan had an increase during the decade from 14.3 to 24.9 per cent of the college-age youth actually enrolled in college. Titled *College Enrollment Potential in Michigan, 1960-1975,* the U-M report was written by Dr. David Goldberg, assistant professor of sociology and program director in the Institute for Public Administration. Copies may be ordered for $1 each from the IPA, University of Michigan, Ann Arbor.

Eighteen U.S. Administrators Tour Russia

▸ **Eighteen American school administrators** departed from New York City on Sept. 30 for a one-month field trip through the Soviet Union, with other stops in Copenhagen, Helsinki, Warsaw, and Berlin. For the third year the tour was sponsored by the AASA, the National Association of Secretaries of State Teachers Associations, and the NEA Division of Educational Travel.

Russian cities included in the itinerary were Leningrad, Moscow, Tbilisi, and Kiev. The administrators visited boarding schools and 10-year schools, the University of Moscow, the Palace of Young Pioneers, a collective farm and schools, the Academy of Pedagogical Science, the Sports Palace, and the Bolshoi Ballet. Tour director was Virgil M. Rogers, dean of education at Syracuse University. One Michigan administrator, Grosse Pointe Supt. James W. Bushong, was included in the tour group.

Film Depository Selected for the Deaf

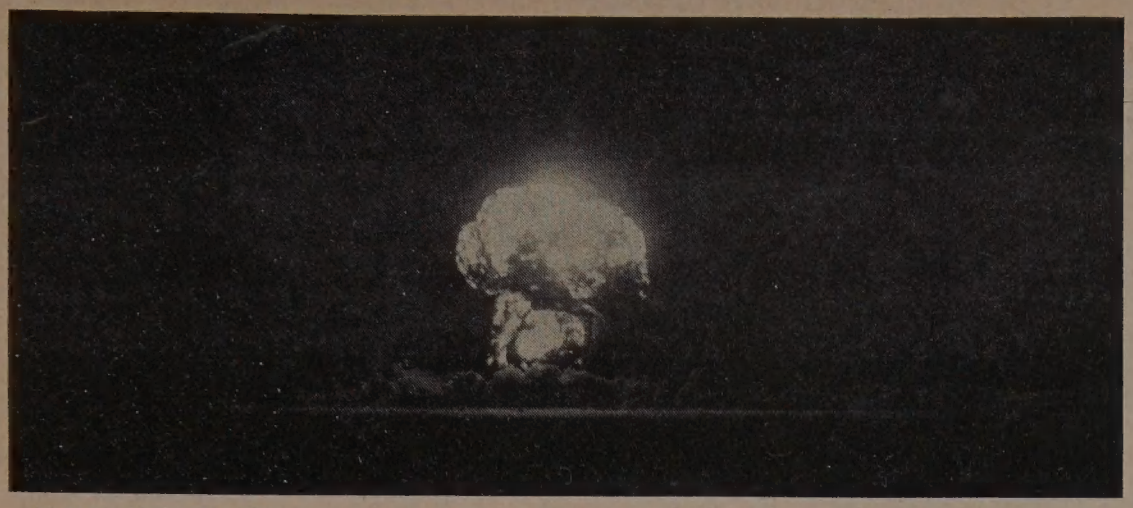
▸ **Indiana State School for the Deaf,** Indianapolis, has been selected as the national film depository for captioned films for the deaf. Since enactment of legislation in 1958 authorizing a film loan service to help fill the cultural void in which the deaf live, the U.S. Office of Education has collected 150 films. The appropriation for the current fiscal year is $250,000.

Four MEA Departments Plan Conferences

▸ **November is "meeting time"** for four MEA departments. Fall conferences are scheduled as follows: Nov. 2-3, Michigan Association for Supervision and Curriculum Development, at MSU's Kellogg Center, East Lansing; Nov. 6-7, Michigan Counselors Association, also at MSU's Kellogg Center; Nov. 10-11, Michigan Audio-Visual Association, at Wayne State University, Detroit; and Nov. 29-Dec. 1, Michigan Association of Secondary School Principals, at Grand Rapids.

Educators to Honor G. Robert Koopman

▸ **A testimonial dinner for G. Robert Koopman,** who retired June 30 from his post as associate superintendent of public instruction, is scheduled Nov. 3 at Lansing's Jack Tar Hotel. Dr. Koopman, an educator for 48 years and a staff member of the Michigan Department of Public Instruction for 26 years, will be honored by educators from throughout the state and nation for his contributions to the profession.



MAN'S NIGHTMARE. An atomic test blast illumines the sky a few seconds after detonation.

Herblock in the Washington Post

¶ *TODAY EVERY INHABITANT of this planet must contemplate the day when it may no longer be inhabitable. Every man, woman, and child lives under a nuclear sword of Damocles, hanging by the slenderest of threads, capable of being cut at any moment, by accident, miscalculation, or madness. The weapons of war must be abolished before they abolish us.* PRESIDENT KENNEDY BEFORE THE UN, SEPT. 25, 1961

UNDER A NUCLEAR SWORD

KEEPING THE PEACE in the 1960's is the greatest challenge ever to confront mankind. President Kennedy has warned that the happenings of the next 10 months could determine the fate of mankind for the next 10,000 years. A rational acceptance of the possibility of nuclear war, no matter how grim, need not comprise fatalistic apathy. Acceptance *can* move mature individuals to prepare for personal survival in the event of attack—at the same time exerting continuous force for peace.

To help individuals and schools assess the magnitude of the crisis and their roles in its outcome, this article will speak of what may happen—and of the paths to preparedness now open.

There are three major deterrents to war. International negotiations carried on independently among nations, or through the United Nations, may lessen world tensions. A strong retaliatory striking force may convince the enemy that it would be unwise to deliver an initial blow. Finally, a nation prepared to survive and recover from a nuclear attack stands a significantly better chance of not being attacked.

A large-scale attack—and any attack will be a large-scale one—would kill millions of persons. No existing shelter offers protection against the unprecedented heat and blast caused by a direct hit of today's nuclear weapons.

A 20-megaton bomb (equivalent to 20 million tons of TNT), exploding near the earth's surface, would destroy all people and buildings within an estimated eight-mile radius. Weapons of this size are stocked by both the U.S. and Russia. Soviet Premier Nikita Khrushchev boasts that a Russian 100-megaton weapon is now in developmental stages.

The current 20-megaton warhead could gouge a crater .6 of a mile in diameter and several hundred feet deep at the point of detonation. Damage extends outside the "ground zero" area in ring-like fashion, diminishing with increasing distance. For instance, the same bomb would wrack severe to complete destruction 10.5 miles from ground zero; at 16 miles most structures would be heavily damaged. As far as 40 miles from the blast, minor damage would occur.

Persons caught in the fringe-destruction areas of a nuclear blast could save their own lives by reacting quickly. To do so, they must seek cover the moment a warbling, three-minute siren warns of impending attack, or in the case of surprise attack, the instant the light flash is seen. In open country, drop face down to the ground, burying your head and face in your arms. If a building or a truck is within three or four steps, get behind it. Indoors get next to an inside partition. These precautions will help protect against the effects of both blast and heat waves.

By Joan M. First

Photos by the OCDM unless otherwise noted.

Temperatures within the casing of a nuclear weapon at the moment of detonation range upward into the millions of degrees—hot enough to vaporize steel. In a few millionths of a second the surrounding air is heated to luminescence. As the fireball grows, a shock wave develops, moving at speeds up to 900 miles per hour—nine times the force of a major hurricane.

Millions of tons of pulverized material —buildings, streets, soil—are sucked upward in a column of hot gases to form the familiar mushroom-shaped cloud. As the vaporized material cools and condenses high in the atmosphere, it is caught in wind currents and eventually falls back to earth, perhaps hundreds or thousands of miles from ground zero. *This is radioactive fallout.* Outside the immediate blast area, it is the greatest threat to life.

After an all-out attack, fallout capable of disabling and killing humans and animals would cover most of the U.S. within a few hours. During the time between the deposit of radioactive materials

and their eventual decay to harmless dust, fallout shelters capable of limiting radiation to non-harmful levels would be necessary to preserve life.

Shelters Necessary for Survival

Fallout shelters offer no protection from blast and heat in direct hit areas. Even so, the Office of Civil Defense Mobilization (OCDM) urges their construction in all parts of the country. Lists of prime targets—including those in Michigan—are only educated guesses at enemy reasoning; some areas might come through unscathed. Guided missiles might overshoot or fall short of their mark by hundreds of miles. In either instance, fallout shelters for city dwellers would be necessary for survival.

Military installations capable of delivering return blows and industrial complexes are considered prime targets. In Michigan these include the Detroit metropolitan area (Wayne, Oakland, and Macomb counties); Wurtsmith Air Force Base (Iosco county); Kinchloe Air Force Base and the Sault Locks (Chippewa county); Sawyer Air Force Base (Marquette county); and Flint (Genesee county).

Both individual and government interests in fallout shelter construction have hit a record high during the past few months. President Kennedy has voiced determination to provide the American public with the best possible shelter protection. As an initial step in this program, *all* existing buildings suitable for use as group shelters are now being surveyed. Conducted at an expense of $93 million, the OCDM survey began in metropolitan areas and will be completed in all communities by December, 1962. Suitable shelters will be marked and stocked with a five-day supply of water and food concentrates. About $7.5 million will be spent on construction of shelters in new federal buildings.

Also included in the President's program are funds for continued development of the National Emergency Alarm Repeater (NEAR) system. NEAR devices, operating on electrical impulses imposed upon regular power lines, will retail for $5-$10 each. Federal funds will cover the cost of expensive signal generators installed by power companies.

The National Warning System (NAWAS) is undergoing continuous study. NAWAS runs from North American Air Defense Headquarters to 450 relay warning points throughout the country. It is fully manned and tested daily.

Robert S. McNamara, U.S. secretary of defense, speaking this year before the House subcommittee on military operations, warned: "The program proposed by the President will not satisfy everyone. It is not large enough to guarantee survival of all our citizens in a large-scale nuclear attack. No program that is financially feasible can do so. What it does do is offer the greatest amount of protection against nuclear attack that can be made available to our civilian population in the near future, while actively exploring the possibilities for practical achievement of greater shelter capacity in the future."

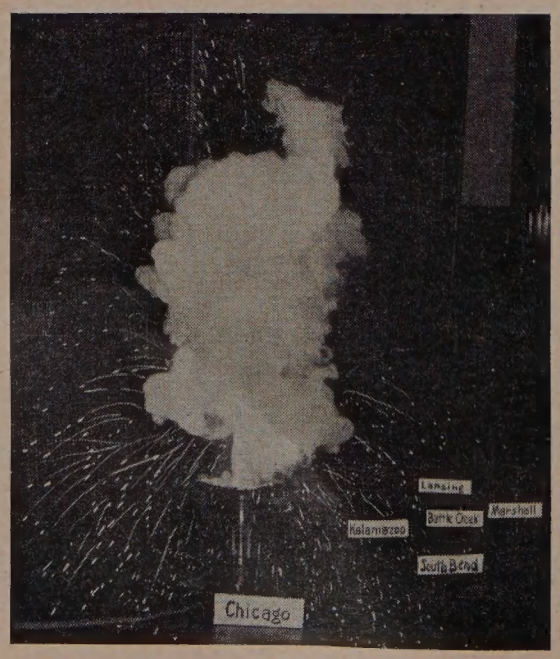
And What's New With You?

Herblock in the Washington Post

Two Kinds of Radiation

Defense against the hazards of radiation is hampered by a general lack of public understanding, by irrational fears, and by scores of misconceptions. What do we really know about radiation?

MARSHALL high school students demonstrated the principle of radioactive fallout with this science class project. Since prevailing winds in Michigan move from west to east, a blast in the Chicago area would pose an immense fallout hazard to most of the state. Westerly winds would carry fallout from a metropolitan Detroit blast over large areas of eastern Canada.



Radiation is either *initial*, occurring within the first moments after the nuclear blast, or *residual* associated with fallout material. Initial radiation does not pose a serious threat; its activity is generally confined to those areas already destroyed by heat and blast.

Harmful residual radiation, emanating from fallout materials, is of two types: beta particles and gamma rays. Beta particles lose energy quickly, have a short range, and defense against them is relatively easy. Beta radiation is most dangerous when radioactive materials are swallowed or when particles are allowed to stay in contact with the skin for several hours, causing burns. Ordinary clothes afford sufficient protection against most beta hazards. Skin, hair, and clothing may be decontaminated by thorough washing with soap and water.

Gamma radiation, capable of penetrating the entire body from a considerable distance, can be lethal—either through short exposure to high doses or long exposure to low doses. A distinction should be made between the fallout particles and the rays they emit. It is helpful to visualize each radioactive particle as a tiny light bulb, sending rays many hundreds of feet. Gamma ray doses are measured in terms of roentgens (renkens). Persons sustaining doses of 100 or less roentgens over a short period of time will show no obvious effects. Doses of from 100 to 200 roentgens will cause minor disability, but probably won't require medical attention. Severe illness and some deaths will be caused by 200 to 600 roentgens. More than 600 roentgens will almost certainly cause death.

Radiation sickness is not infectious; an exposed person may enter a shelter after decontamination without endangering the welfare of other occupants. Gamma rays penetrating the body in small doses will cause varying degrees of damage. When damage is slight, the body will recover much as it does from the effects of a burn. Persons receiving 200 or fewer roentgens may experience transient nausea, some vomiting, and fatigue on the first day. Later, during the second to fourth weeks, a feeling of generally ill health may return, but general incapacitation is rare.

Persons exposed to from 200 to 600 roentgens will experience vomiting on the first day, probably subsiding within 24 hours. In one to three weeks a number of additional symptoms may develop: small subcutaneous hemorrhages, sore mouth and throat, loss of hair, diarrhea, and loss of weight. These persons stand a good chance of recovering.

Where lethal doses have been received, more or less continuous severe vomiting, followed by diarrhea, severe dehydration, and apathy, ends in death at any time from one day to two weeks.

The best defense against gamma ray penetration of living people or animals is based upon the principle of shielding. A mass of material capable of absorbing most of the gamma rays emitted from radioactive particles should be placed between the particles and the living organism.

OCDM Urges Individual Shelters

The OCDM urges all citizens owning their own homes to construct basement shelters of concrete blocks. These shelters are capable of lowering levels of radiation to from 1/50 to 1/250 of what exists outdoors. Basement shelters are relatively inexpensive; they can be installed for less than $300 in existing structures and for considerably less in new homes. Detailed plans for their construction are available from the OCDM *(see the listing at the end of this article).*

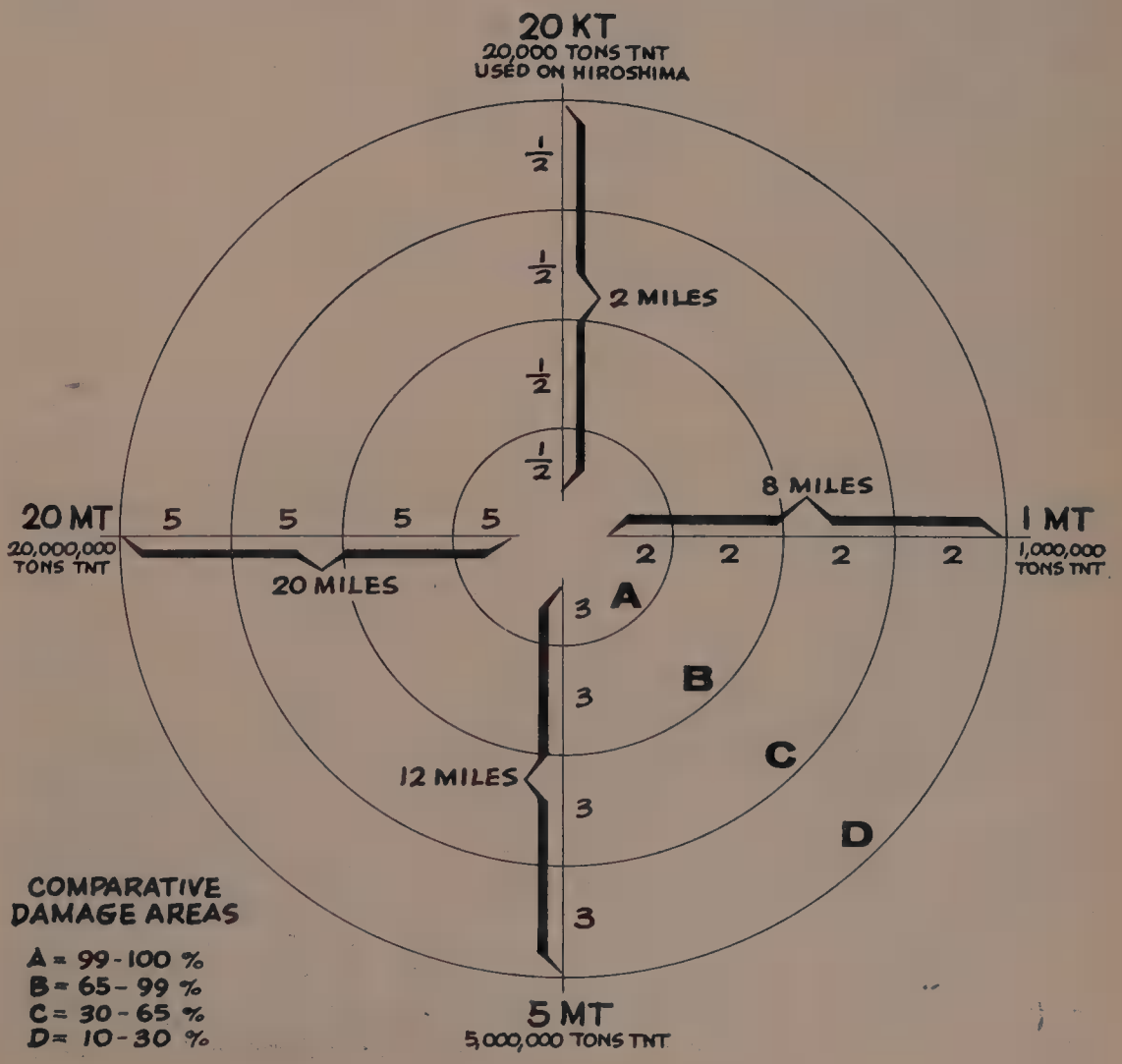
Recommended basement shelters allow 10 square feet per occupant. They should be constructed of solid concrete blocks and mortar. Roof beams and boards should support two layers of solid concrete blocks to shield occupants from gamma rays moving down through the house from radioactive sediment settling on the roof. Most shelters have no doors, although a gate to confine young children may be desired. The shelter entrance should be protected from radiation by a series of right-angle turns provided by constructing a baffle wall in front of the door. (Radiation travels in straight lines, much like light. It does not turn corners.) Ventilation is provided by the open doorway's admission of basement air. Although gamma rays may be passing through air, the air itself is not contaminated.

The national plan for civil defense calls upon everyone to be personally responsible for a minimum 14-day supply of food and water. Food supplies may be stretched if adult shelter occupants skip meals for the first couple days. Water in carefully sealed bottles or cans should be stored in the shelter at the rate of seven gallons per person for each two-week period. (Water in basement hot water tanks, in toilet tanks, ice-cube trays inside closed refrigerators and in deep, covered wells will be safe and may be reached after the first few days.) Boiling does not decontaminate water; it actually increases the concentration of radioactive particles. Recommended supplies for family shelters include:

- *Flashlight and extra batteries, or a small hand-powered generator.*
- *A battery-powered radio or a transistor model.*
- *First-aid equipment.*
- *Utensils, paper plates, can and bottle openers, pocket knife, and matches.*

DOCTORS AND NURSES from West Bloomfield township (Oakland county) treat simulated casualties during a civil defense exercise. Drills like this turn theory into tested experience, fear and uncertainty into action. Skills learned in the classroom and during the exercise include emergency identification, registration, feeding, billeting, and radiological monitoring.

NUCLEAR WARHEADS of increasing destructive potential have been developed since the relatively small 20 KT bomb (20,000 tons of TNT) was dropped on Hiroshima in August, 1945. This OCDM chart shows destructive capacity of four stock weapon sizes. Russia now threatens the world with creating a 100 megaton bomb—five times more powerful than the 20 megaton one shown below.



BEFORE AND AFTER. The blast wave from an atomic test explosion in 1957 turned this sturdy, two-story, brick house (left) into a tangle of rubble (right). This house was located 4,700 feet—just short of a mile—from the point of detonation. Civil defense crewmen extricate manikins.

- *Special foods and disposable diapers for babies.*
- *A 20-gallon covered garbage can.*
- *A 10-gallon covered can for human wastes.*
- *Toilet tissues, paper towels, grocery bags, and newspapers for wrapping waste.*
- *Two pints of household chlorine to be added periodically to waste cans.*
- *Tools—wrench, screwdriver, shovel, axe, and crowbar—to free yourself and others from debris if necessary.*

Foods stored for emergency use should be in dust-free containers. Canned fruits, vegetables, meats, fruit juices, soups, and fish are easily stored. Packages of cereals, dried fruits, and chocolate are good quick energy sources. Salty foods, sure to raise water consumption, are poor choices.

Unopened food on kitchen shelves is safe for use if it is stored in cans, dust-free containers, or unopened paper packages. Cans should be wiped off to remove radioactive dust, and paper food wrappings destroyed. Vegetables and fruits are safe for consumption if washed and peeled. Water used in decontamination contains radioactive particles and should be disposed of immediately; utensils that have contained it should be rinsed with uncontaminated water and dried carefully.

Food supplies stored for emergency use should be used and replaced periodically to prevent spoilage. Extra blankets and warm clothing should be stored near the shelter area during cold months, since no ready heat source may be available. (Body heat from occupants will keep temperatures in the confined space fairly comfortable.) Books, magazines, games, and civil defense literature stored inside the shelter could provide an important morale booster in the event of attack.

What Precautions Are Possible?

If you cannot construct a basement shelter in your home, there are still precautions which may help to protect you partially from fallout danger:

- Close all windows and doors and draw all drapes. Stay indoors. Stuff fireplace flues with newspaper and pack cracks around doors and windows. In a one- or two-story frame or brick house without a basement, stay in the center of the first story, preferably in an inside hallway. If you have a basement, but no shelter area, stay in a basement corner. There will probably be time after the warning is issued and before fallout arrives to shovel earth or pile sandbags into window pits. Books, mattresses—the largest possible mass of material—may be piled on the floor above the corner used for shelter to limit downward radiation.

- Apartment houses generally provide more fallout protection than houses. The central area of the ground floor of a multi-story, brick building offers good shelter. The subsurface basement of a heavy building might give as much protection as a concrete block shelter in the basement of a house.

- Apartment dwellers should keep food and water supplies within easy reach so they can be carried to the shelter area before fallout arrives. If warning is insufficient, a quick trip back for supplies will afford no significant hazard.

Measurement of local radiation hazards requires both specialized equipment and training. Very few individuals will have independent means of measuring fallout decay to determine the amount of time which may safely be spent outside the shelter. *Conelrad* radio broadcasts will fill this gap, providing local information on a regular basis. In event of enemy attack, all regular radio broadcasts will cease and only *Conelrad* frequencies—640 and 1240 on your dial—will be in use. Thick-walled underground shelters may interfere with radio reception. When they do, an outside aerial should be installed.

Evacuation as a defense tactic has steadily become more impractical with the advancement of nuclear science. It might be practical if world tensions suddenly and drastically worsened, making attack seem inevitable. Manned bombers approaching would permit some warning and organized evacuation. Today's missiles can travel from launching pad to target in about 15 minutes. Residents of non-target areas would have a warn-

ing period of from 15 minutes to several hours to seek shelter before fallout arrived, depending upon wind speed and direction.

One in four Americans is an elementary or high school student; protection of children has always been a major responsibility of the teaching profession. These two facts leave little room to doubt the important role school systems must play in the nation's civil defense preparedness.

Schools Have Two Assignments

School disaster protection programs include two important phases. The first is an *action* program to protect students, personnel, and property immediately against disaster. The second is a *curriculum* program designed to build citizens competent to survive in a world where lurking disaster has become a permanent part of life.

Shelters—usable in natural disasters or in military attacks causing fallout—are a first priority part of any emergency program. Good shelters may be constructed in new or existing school buildings at a relatively low cost. Standards for school shelter wall and ceiling construction, floor area, cubic footage, ceiling heights, entrances, ventilation, sanitary and other emergency equipment are available from the OCDM.

At least two Michigan schools have fallout shelters capable of serving all students and personnel nearly readied. Both were constructed as demonstration projects by the federal government. At Jackson a shelter area was constructed and equipped in an existing building. At the new Lakeview high school in suburban Battle Creek, a 1,200-person capacity shelter is included in plans for the school. When completed, the huge underground area will be served by its own auxiliary generator, newly drilled wells, independent sanitation facilities, and ventilation system. Normally, it will be used as a recreation and lounge area for students.

In addition to providing specially constructed or improvised shelters, school systems have a responsibility to organize evacuation plans for use in *any* disaster situation. Some schools may plan to retain pupils; others will probably organize an escort system to see that all youngsters arrive safely at home. The important point is this: *Every community should have a plan, the best possible one to serve local needs.*

The American Association of School Administrators urges the following:

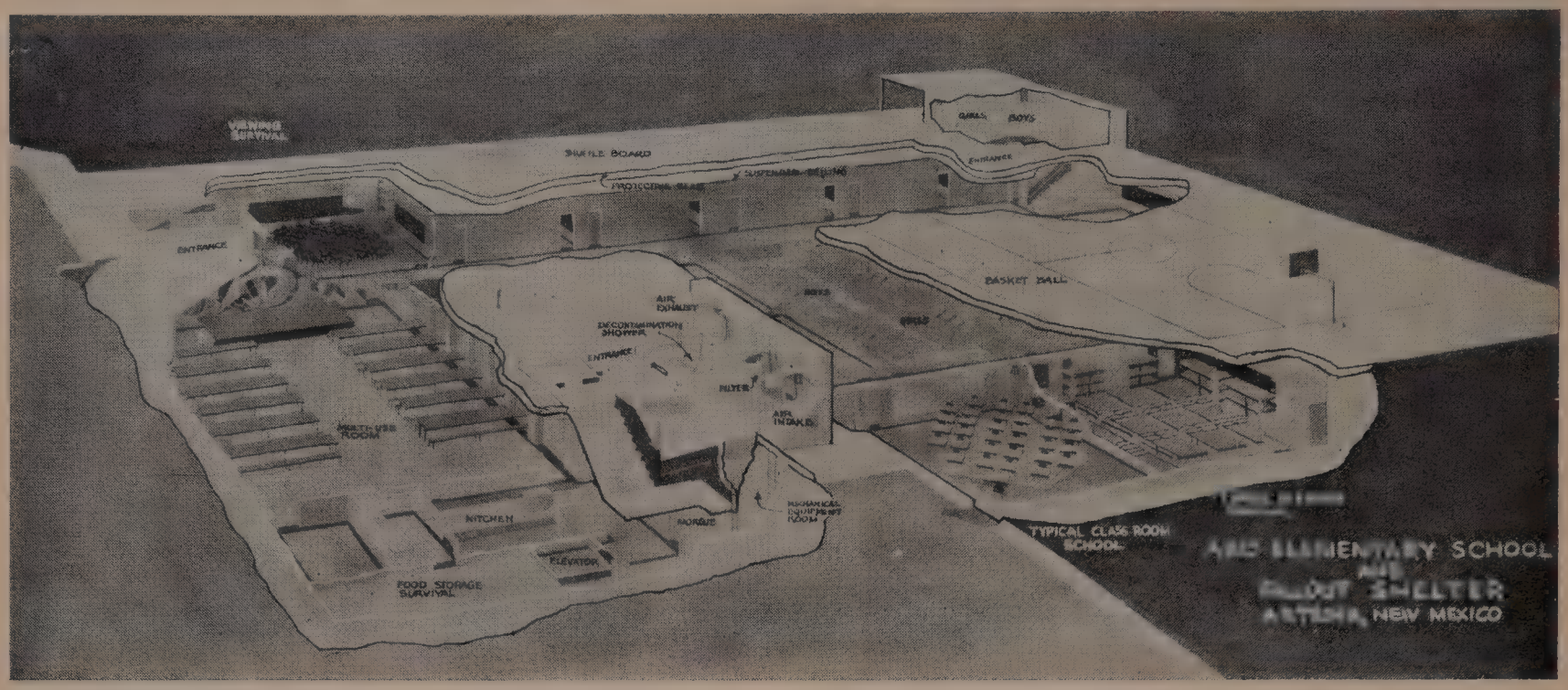
- *Development of disaster plans, to be kept operational at all times; orderly procedures are the best antidote for panic.*
- *Development of an esprit de corps for disaster operations. The coolest possible heads should conduct such operations; the need for calmness and self-*

Photo by Charles Warner

SHELTERS LIKE THE ONE ABOVE, constructed in basement corners of solid concrete blocks, would save nine out of ten American lives in case of a nuclear attack, according to civil defense estimates. No existing shelter can resist the pressure of a nuclear near-hit. This one offers protection against fallout radiation. A do-it-yourself project, it can be constructed for less than $300. It should be stocked with a two-week supply of water and food.

RIGHT: When tornadoes devastated the small town of Udall, Kan., a few years ago, residents insisted upon this combination fallout-tornado shelter in the basement of a rebuilt elementary school. Normally, the room serves as a recreation center.

BELOW: Some 15,000 radiological monitoring kits have been distributed to high school science departments by the OCDM. In an emergency they would be used to measure local radiation levels. Students learn an essential fact: they can't see, hear, taste, or smell radiation—but they can protect themselves against it. Here Fred Moore, Owosso high school teacher, explains nuclear theory.



THIS CUTAWAY DRAWING of a new elementary school now under construction shows how underground school facilities, shielded from fallout radiation, could be converted for emergency shelter use. This underground school, Abo elementary school in Artesia, N.M., was designed by New Mexico architect Frank M. Standhardt. With the basketball and shuffleboard courts forming the school's roof, the only other facilities located above ground are covered sidewalks and entrances. Few U.S. schools have constructed fallout facilities of any type.

control must be continually stressed.

- *Establishment of an efficient alerting system reducing as much as possible the need for rushing.*
- *Development of an efficient communications system so that dispersed elements are kept informed.*
- *Organization of a shelter activity program for pupils and staff. A program of organized games will build a sense of group solidarity, divert attention from the disaster, and provide a release from tensions which may become destructive.*

School disaster planning anticipates non-military as well as military disasters. All schools may be subject to both. In wartime some schools are more likely, because of their location, to serve as reception centers than to be evacuated. Reception areas, likely to receive thousands of children and adults from stricken areas, cannot function effectively and efficiently without a well-rehearsed plan of action.

A good example of how a community can prepare for its possible role as a reception center was a training exercise conducted in two Pontiac schools during 1959. The exercise was supervised by Virginia Lee Warren, chairman of the Southeastern Michigan Regional Emergency Welfare Service Co-ordinator's Committee, and by John Pritchard of the Detroit public schools, who served as the committee's consultant on educational programs. Preparation for the exercise began in May when 33 Pontiac principals and a number of teachers were instructed in methods of registering and processing information about evacuees. Two schools, Herrington and McCarroll, were selected. Special disaster assignments were given teachers at both schools.

At 12 noon on Friday, Nov. 13, both McCarroll and Herrington schools received the disaster alert. Personnel and students at McCarroll were to be evacuated to Herrington school. As soon as the alert sounded, Herrington youngsters were escorted home, vacating facilities for use by the incoming group. At

ONE SMALL EVACUEE from Pontiac's mock-stricken McCarroll school is checked for fallout contamination before being admitted to a welfare reception center. Youngsters like these respond well to calmly-issued directions and take disaster exercises matter-of-factly. This time cookies and milk were the payoff. Next time life itself may be the reward.

McCarroll school youngsters were hustled into outdoor clothing and aboard buses, leaving for Herrington at designated intervals.

At the reception center trained groups from the local PTA, Salvation Army, medical personnel, and police, fire, and health departments appeared. Preparation began for registering, feeding, billeting, and clothing evacuees. At 12:20 the first bus load arrived at the receiving school. High school science students trained in use of radiological monitoring equipment helped OCDM officials check evacuees coming from the disaster area. By 12:30 the first arrivals were already being fed in the school cafeteria. By 1:40 all evacuees had been fed. Youngsters began to board buses for their return trip to McCarroll school at 2 p.m. sharp. Within 20 minutes the last bus had arrived at its destination, and McCarroll's still calm youngsters headed homeward.

Later that afternoon adult participants met in a critique session. In an amazing two hours flat, hundreds of youngsters and scores of teachers and volunteer workers had turned civil defense theory into valuable experience. At the end of the day they returned to homes fortunately still intact, confident of their ability to react swiftly and surely if a real-life emergency ever threatens their community.

Adults were generally satisfied with the drill experience. One McCarroll fifth-grader praised the exercise, but with reservation. "I think our trip was very interesting," he wrote. "It shows what we would face in case of a real disaster. We had games to give us something to

(*Continued on page* 283)

News Briefs

Maehling Fellowship Available

¶ Applications for the 1962 Hilda Maehling Fellowship are due Dec. 1, 1961. The fellowship is open to classroom teachers who are NEA members. Applicants must submit a resume of a proposed program; evidence of professional preparation, successful teaching experience, outstanding professional leadership and service; and endorsements of ability to carry out proposed plans. The fellowship program was established in 1959 by the NEA Department of Classroom Teachers to honor Hilda Maehling, first executive secretary of the DCT and first NEA assistant executive secretary for professional development and welfare. Fellowship stipends are derived from a fund of voluntary contributions now totaling $90,000 with pledges of $149,000. For applications write to the NEA-DCT, 1201 16th St., NW, Washington 6, D.C.

To Make Ends Meet—Extra Duty

¶ Because of inadequate salaries 38 per cent of men teachers who are married have to take non-school jobs during the year or during the vacation period. For the same reason, 30 per cent of their wives work full-time; another 11 per cent have part-time jobs. So reports the NEA Research Division.

Gries Residence Hall Dedicated

¶ The Walter F. Gries residence hall and health center, newest building on the Northern Michigan College campus, was dedicated Oct. 13. Gries, former president of the State Board of Education, died Nov. 23, 1959, after a lifetime of service to his fellow citizens. Occupied for the first time this fall, Gries residence hall houses 450 men. Along with West residence hall and the student center, it forms a group of three new buildings near the center of the NMC campus. All were constructed on a self-liquidating basis. The health center will occupy the first floor of the four-story east wing.

Sixty Million Lack Diplomas

¶ Some 60 million persons 25 years and over in the U.S. do not have a high school education. Of this number, 11 million have never even completed the fifth grade. The NEA Division of Adult Education Service calls on communities to encourage adults to go back to school. It points out that under-education is a prime cause of unemployment and underemployment in our rapidly advancing and shifting technical world . . . all of which can cause many community problems.

New Slant on Disease

¶ Teachers sometimes get odd word definitions from their pupils. An Arkansas teacher, discussing diseases with her first-graders, was told: "Three communicable diseases are mumps, typhoid, and TV." And another youngster observed: "Rats carry blue bonnet plague."

Hope Gets NCATE Approval

¶ Hope College has received provisional accreditation for a three-year period from the National Council of Accreditation for Teacher Education. "The college hopes to modify its program so as to achieve full accreditation within this time limit," said Dr. J. J. Ver Beek, director of student teaching.

To Study Inservice Needs

¶ A book on continuing educational needs and opportunities for practicing school administrators will be prepared by the AASA Commission on Inservice Education for School Administration. This newly-appointed nine-member commission will be under the chairmanship of Shirley Cooper, AASA associate secretary. Named to the commission was Howard G. Nunn, superintendent, Harper Creek community school district, Battle Creek.

Peace Corps Trainees at U-M

¶ The University of Michigan has signed a contract with the federal government to train 60 members of President Kennedy's Peace Corps for service in Thailand. Harold M. Dorr, U-M dean of statewide education, said the program will consist of a general training course and four fields of specialization. Two of the latter will be taught at the U-M. The courses will prepare Peace Corps trainees to serve as teachers of English as a foreign language or as workers in the field of malaria irradication.

Electronic Eye on Vandals

¶ Chicago school officials estimate vandalism costs at nearly $400,000 a year; New York's bill is even larger. Baltimore authorities spend $80,000 yearly just to replace broken glass; in Minneapolis the cost tops $50,000. In an effort to combat the increasing problem of school vandalism and theft, many schools are turning to modern electronic devices, *The Nation's Schools* magazine reports. Electronic fences and motion-detection systems can sense even the slightest movement; long-range electronic eyes and ears watch and listen without tiring. When anything goes wrong, these silent sentries trigger an alarm automatically. And, as school authorities have discovered, one of the greatest values of a security installation is psychological. A burglar who knows an alarm will go off as soon as he tries to get inside a school will keep away.

WSU to Begin Quarter System

¶ The Wayne State University board of governors has approved the adoption of the quarter system beginning with the fall semester, 1962. Under the plan, the academic year will be broken into four 11-week semesters. WSU President Clarence B. Hilberry said the new plan offers two main advantages—more efficient use of plant and staff and a method of handling the vast increase in college students expected by 1965. Present plans call for the first quarter semester to begin in October, 1962, and run to Christmas. The second quarter would begin after Jan. 1, 1963, and extend to the end of March. The third quarter would run from April through June, with the final quarter extending from July through September. The final quarter would also include a six-week summer session primarily for graduate students in the college of education who would be unable to be away from their teaching positions for a full 11 weeks.

GVSC Hires Consulting Firm

¶ The Johnson, Johnson, and Roy consulting firm, Ann Arbor, has been retained by the Grand Valley State College board of control to plan during the next six months the over-all use of the 740-acre college site at Allendale in Ottawa county. The new state-supported college is scheduled to open in 1963.

Education and Mental Health

¶ MEA members have been invited by Gov. John B. Swainson to participate in the Governor's conference on education and mental health scheduled Nov 1-3 in three Michigan cities (Nov. 1, Detroit; Nov. 2, Kalamazoo; and Nov. 3, Saginaw). Following the Governor's opening remarks, a full discussion of Michigan's needs and goals in education and mental health is planned. The mental health meetings will begin at 1:30 p.m. each day, and the education discussions will begin at 7:30 p.m. Participants may attend either or both sessions. MEA members should check their local newspapers or contact local MEA officers for the location of the meetings.

Louisiana Reverses NEA Bar

¶ The NEA has been advised that the Louisiana attorney general has modified his earlier opinion that a Louisiana teacher would be subject to dismissal if he belonged to the NEA. The issue arose following the firmer stand on desegregation taken by the 1961 NEA Delegate Assembly. The revised opinion, issued by Atty. Gen. Jack Gremillion, states: "The NEA is not by law nor injunction prohibited from operating in Louisiana, and, therefore, a member of that group who is a permanent teacher cannot be removed as a teacher merely because of membership in the group."

Adams

By Richard Adams, MEA Assistant Executive Secretary, Governmental Relations

Federal Support Efforts Must

WE THE PEOPLE *of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution of the United States of America.*

PREAMBLE, U.S. CONSTITUTION

AS THIS HISTORIC document was being written, an institution was developing which more than any other institution or function of government would serve to implement each one of the above goals. *That institution is our system of public schools!*

Through the years courses of study have changed and will change. The body of knowledge has expanded so greatly and with such rapidity that educators have wondered if there will be time to learn or to teach those who would learn. Yet it is toward the goals eloquently expressed in the preamble that we move, never quite reaching them, for our dynamic, changing society grows more complex each day.

Within this pattern, efforts have been made to increase the participation of the federal government in the financing of public schools. The majority of local and state communities have shouldered the financial burden of public education and will continue to do so. As they view the decade ahead, however, they see needs *beyond* their capacities. Beyond, that is, if we are to keep pace with the changes in our expanding social and economic structure and still keep these precious goals within sight.

Both Parties Recognized Need

The need for increased federal participation in financing public schools was recognized by both major political parties during the last presidential election. This subject became one of the major issues in the "great debates" (*not* as to the need, but more toward the *extent of need* and *method of participation*). President Kennedy emphasized federal support for education as the number one domestic issue. Yet Congress closed its 1961 session without any substantial progress beyond the continuation of already existing programs.

Hopes were high early in the year. In the first few days of the session an unusually large number of bills calling for increased federal support for public schools were introduced in both the Senate and House. Last February identical bills representing the Administration's aid to education proposals were introduced in both chambers. In the House Rep. Frank Thompson (D.-N.J.) introduced HR-4970. The Senate version (S-1021) was introduced by Sen. Wayne Morse (D.-Ore.) and 21 fellow senators, including Michigan's Sen. Patrick V. McNamara. Sen. McNamara has long been an advocate of extending federal monies to the public schools, first in the area of construction and more recently in terms of general support programs.

The course of such legislation never has been smooth, nor was it this time. Although federal assistance in some form was endorsed by both parties, there were those under both party labels who were definitely opposed to aid in any form. Others sought to delay or defeat the proposal by attacking one or more of the specific provisions of the bills. And, of course, it was inevitable that opponents should trot out the tired old argument that "federal aid means federal control."

All this time, however, a more serious threat was developing—a threat of dogmatic opposition to federal assistance to public schools *unless* it also included assistance to non-public and parochial schools.

Despite efforts of anti-support forces, S-1021 passed the Senate by a vote of 49-to-34 on May 25. Both Michigan senators, Sen. McNamara and Sen. Philip A. Hart, supported the bill. The Senate bill passed in substantially its original form—providing $2.5 billion in federal grants for public school classroom construction, teachers' salaries, and costs of school operation and maintenance.

On the other side of Capitol Hill the picture was not so bright. The House Committee on Education and Labor reported out HR-7300 to replace HR-4970. Including some of the changes amended to S-1021, this new bill (HR-7300) was a so-called "clean" version of the bill introduced by Rep. Thompson. HR-7300, as did S-1021, authorized a three-year program of federal assistance for public elementary and secondary schools and also extended the "impacted areas" legislation (Public Laws 815 and 874). Some 3,800 "federally impacted" school districts in the U.S. have received federal assistance since 1951. Embodied within this legislation were the principles of federal support approved by the NEA and MEA, namely:

- *1) Substantial sums of money.*
- *2) Freedom of choice at the state level to use the money for either school building construction or teachers' salaries.*
- *3) Maintenance and improvement of state and local support.*
- *4) Assurance against federal interference in schools.*

In short, the bill was exactly what educators throughout the nation believed was sound and just. Hopes ran high. Prospects for enactment seemed bright. Even the traditional barrier of the House Rules Committee did not loom as high as in previous years. This conservative bottleneck was enlarged from 12 to 15 members at the beginning of the session, and clearance by this committee seemed assured.

The segregation issue, bound to arise in the House, seemed to be of no serious consequence. Efforts were made to appease those who would grant aid to non-public schools by proposed amendments to the National Defense Education Act of 1958. After many days of hearings, however, satisfactory amendments failed to appear. Appeasement was not achieved.

All Education Bills Tabled

The growing religious issue became of such importance and strength to allow the old conservative alignment of southern Democrats and conservative Republicans to regain control of the House Rules Committee. And so it was on July 18, 1961, that the Rules Committee by 8-to-7 votes tabled not only the Administration's $2.5 billion public school bill but also bills to expand the NDEA and to begin a five-year program of aid to higher education. Casting the deciding vote was Rep. James Delaney, who represents the heavily Catholic N.Y. 7th district. Rep. Delaney declared that federal aid should be granted without distinction to public and private schools.

All the pleas, admonitions, and oratory to the contrary, the death-knell had sounded. Chances of any substantial program of federal support for education in 1961, and perhaps 1962, were dead. Only one faint ray of hope glimmered. The federally impacted programs were

FALLOUT VICTIM

Courtesy of the IUD BULLETIN, *AFL-CIO*

Continue

due to expire. Federal aid under these programs goes into 319 congressional districts. It soon became apparent that extension of this legislation had to be the vehicle to carry any school support legislation. Measures to extend this popular aid-to-schools program were pressed in both houses.

Offering a "compromise" package was Abraham A. Ribicoff, secretary of health, education, and welfare. Ribicoff's compromise proposals included extension of impacted areas aid for one year, $325 million for construction in over-crowded schools, higher education scholarships and construction aid totaling $2 billion over a five-year period, and extension of portions of NDEA.

After conferring with association leaders of more than 30 states, the NEA Legislation Commission took a dim view of this "compromise" and stated that it appeared to conflict with basic NEA policy.

The MEA Legislation Commission, however, took a slightly different view of the situation. The Michigan commission considered the strong support that Michigan's senators, especially Sen. McNamara, have given federal support for education. Commission members also remembered that the original concept of federal support began with school construction and that the majority of Michigan's Congressmen previously have supported construction bills. Thus on Aug. 25 the MEA commission adopted the following statement (later approved by the MEA board of directors):

". . . That the Michigan Federal Relations Committee be advised that we find the principles of federal support for public school building construction in line with policies adopted by the association. While we are disappointed by the failure of Congress to enact a broad general bill for the support of public schools, we view federal assistance in the area of school construction as a step toward more general support, but only a partial and doubtful solution to the national school problem. We further recommend that at the proper time MEA members be urged to contact their Congressmen concerning legislation which may deal with these principles."

A last-ditch effort was made on Aug. 30 to salvage at least part of the Administration's program for public schools. An attempt was made to bypass the House Rules Committee and bring the "compromise" proposals to the House floor by using the tricky, complicated "Calendar Wednesday" procedure. Consideration of the bill (HR-8890) was called for by Rep. Adam Clayton Powell (D.-N.Y.), chairman of the House Education and Labor Committee.

Without a word of debate, consideration of the "compromise" bill was defeated by a majority that surprised both the proponents and opponents. The bill went down with 242 nays over 170 yeas, with 25 not voting. Voting *yea* were one Michigan Republican (Broomfield) and six Democrats (Diggs, Dingell, Griffiths, Lesinski, Machrowicz, and O'Hara). Voting *nay* were 10 Michigan Republicans (Bennett, Cederberg, Chamberlain, Ford, Griffin, Harvey, Hoffman, Johansen, Knox, and Meader). Not voting was Rep. Rabaut, who was "paired for" on the vote.

The next day Rep. Powell introduced HR-9000, which simply provided for two-year extensions of NDEA and impacted areas aid. In less than one week this measure passed the House by a vote of 378-to-32. Votes of the Michigan Congressmen were interesting, for they reflected a variety of feelings—opposition to any kind of federal aid for schools, bitter disappointment with this watered-down proposal, and willing acceptance of the federal impact money. Voting *yea* were two Michigan Democrats (Lesinski and O'Hara) and 10 Michigan Republicans (Bennett, Broomfield, Cederberg, Chamberlain, Ford, Griffin, Harvey, Hoffman, Knox, and Meader). Voting *nay* were one Michigan Republican (Johansen) and four Democrats (Diggs, Dingell, Griffiths, and Machrowicz). Ill and not voting was Rep. Rabaut.

After two days of debate the Senate passed a similar measure. Administration supporters, led by Sen. Morse and including Sen. McNamara and Sen. Hart, tried to limit the extensions to one year. President Kennedy urged the Senate to extend these programs for only one year so that all educational legislation could be re-examined early next year. But the Senate did not heed this advice. By a 45-to-40 vote the one-year extension proposal was defeated.

Finally, Sen. Mike Monroney (D.-Okla.) moved to substitute the language of the House-approved bill (HR-9000) for the text of S-2392. The motion carried 80-to-7.

Serious Handicaps Added

Thus a year of "bright hope" ended. The promise of a broad general support bill for public schools not only was beaten down, but additional handicaps were added to the chances of passing similar legislation in 1962. "We will be back next year," President Kennedy declared. But some of the legislation's strongest advocates see little use to try again until the next presidential election —1964.

The second session of Congress will convene Jan. 10, 1962. Be it then or in 1964, the people must speak. Controversial side issues of states' rights, separation of church and state, and segregation must be met head on. Certainly these issues are minor compared to the problems faced by the framers of our Constitution. In creating a document to provide the greatest good for all, our founding fathers chose well their initial words: "We the people of the United States." *The people must speak!* ✦

By **R. Robert Geake,** Teaching Assistant, Reading Improvement Services, University of Michigan

Michigan High Schools Stress Special

READING instruction programs at the secondary level have received increased attention during the past ten years. One reason for this interest may be the post-Sputnik emphasis on conservation of our national intellectual resources. A second reason might be the recent publicity about "dynamic" speed reading courses.

In 1956 Donald E. P. Smith reported that 35 per cent of Michigan's public high schools were providing some kind of special instructional arrangements for the teaching of reading.[1] An additional 6.5 per cent reported programs in the planning stages and 10.8 per cent reported having dropped special arrangements during the preceding ten years. To determine changes in the status of special reading instruction over the period 1956 to 1961, the author conducted a replication of Dr. Smith's original mail survey.

Questionnaires Sent to 128 High Schools

In the original study a 20 per cent systematic sample of Michigan high schools was drawn by selecting every fifth name from an alphabetical list of public high schools, arranged by size (A, B, C, D). A specially-designed questionnaire was sent to the appropriate administrator in each of the 128 schools selected. The same schools received the questionnaire in 1961. Results were tabulated both by total sample and by size of school.

Questionnaires were returned by 89.8 per cent of the schools, compared with 83 per cent in 1955. The percentage of return from each of the four sizes of schools reflected very nearly the actual proportion of public high schools by size in the state. Five major conclusions of the 1961 study are as follows:

▸ 1) By the end of 1961, about half of Michigan's public high schools will have some special instructional arrangements for teaching reading, as compared to 40 per cent in 1955.

▸ 2) There seems to be a trend toward an increase in number and scope of special services in *smaller* schools (less than 500 pupils) but a decrease in number of programs (25 per cent) in the largest schools over the past six years.

▸ 3) Most respondents implied that such programs are desirable. Principal reasons for failing to develop them or for discontinuing them have been lack of trained teachers, lack of physical facilities, and lack of funds, in that order.

▸ 4) More of the large high schools have programs in the planning stage than do smaller schools.

▸ 5) Rapid reading classes are rated highest on a satisfaction scale. The second most satisfactory plan is a combination of programs (e.g., special remedial classes and specially-trained teachers).

Of the 115 schools responding to the questionnaire, 43 or 37.4 per cent reported some kind of special instructional program in reading *(see Table I)*. This figure does not differ significantly from the 34.6 per cent reporting such programs in 1955. However, there is a tendency for smaller schools to initiate programs, while the percentage of Class B schools with special instructional programs has remained the same. Note, however, the sharp reduction in programs among very large or class A schools.

Of the total responses, 13 per cent reported plans for beginning a reading program compared with 6.5 per cent in 1955. Significantly, class A schools are taking the lead in such planning (21 per cent).

Of the total responses, 13 per cent reported having dropped special programs of one kind or another in the 16 years since 1945. Of the 15 programs which were discontinued, five reported the reason to be the loss of or inability to find qualified teachers, three reported lack of adequate space, three reported lack of funds, two moved their programs to other program areas (for example, summer session), and two reported poor results and "lack of community support."

Program Organization. Only 30 per cent of the schools having special programs reported using one organizational plan alone, compared to 57 per cent in 1955. By contrast, 34 per cent reported programs combining three or more plans, indicating a decided shift in the past six years toward expanded service in those schools having reading programs. This trend is particularly evident in the larger schools.

No significant trends seem to be developing favoring particular instructional plans *(see Table II)*. Special classes (Plan B) and special teachers (Plan D) are still favored by the majority of schools. Rapid reading courses are still lowest in

Table I: Proportion of Michigan Public High Schools Reporting Special Reading Programs in 1955 and in 1961 (%)

Size of School	1955	1961	Planned
A 1000+ pupils	71.4	47.8	21.7
B 500-999 pupils	57.1	55.6	7.4
C 200-499 pupils	20.5	29.3	9.7
D 0-199 pupils	11.0	20.8	16.7
All Schools	34.6	37.4	13.0

[1]Smith, Donald E. P., "The Status of Reading Instruction in Michigan Public High Schools." *University of Michigan School of Education Bulletin, 27,* No. 6 (March, 1956), pp. 91-94.

Reading Programs

frequency of use despite showing the most favorable results.

Satisfaction. Respondents were asked to rate the results of their reading programs on one of four levels: highly pleased, satisfied, dissatisfied, or disgusted. Ratings of 8, 6, 4, and 2 were assigned with "highly pleased" rated as eight. Responses evaluating the 41 programs rated by the administrators ranged from 4 to 8. The mean response for all programs for all four sizes of schools was 6.0 or "satisfied." In 1955 the mean response was 5.8.

Need Expressed for Better Trained Teachers

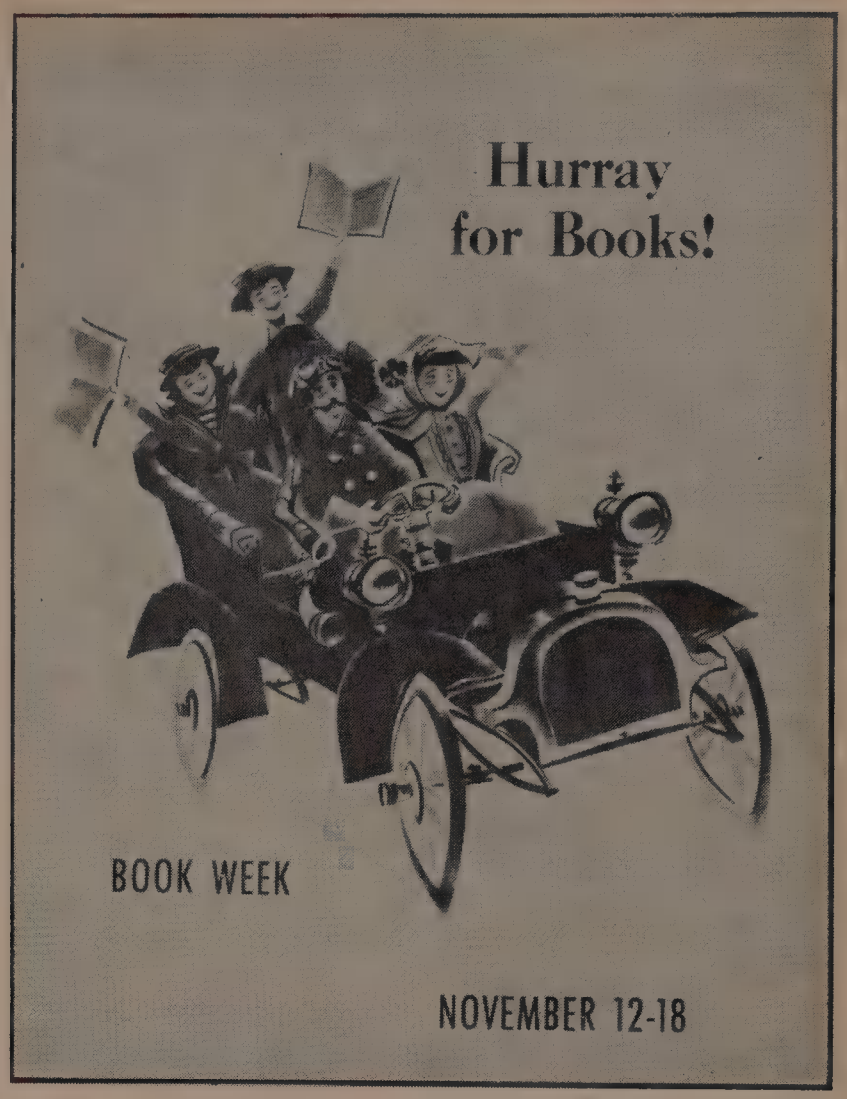
A relationship appears to exist between size of school and degree of satisfaction with its program. Class A school administrators reported a mean satisfaction rating of 6.3, with means of 6.1, 6.0, and 5.2 for class B, C, and D schools respectively. Aside from rapid reading classes (6.5), no plan or combination of plans were more satisfactory to the administrators than any other. Administrators who rated Plan B (special classes) or Plan D (special teachers) particularly high or low seemed inclined to attribute the results directly to the degree of qualification and training of the teachers involved.

Programs in many schools were regarded as highly experimental with the need for better trained reading teachers sorely felt. One beseiged assistant principal wrote: "Our remedial reading program is in its first year, and a guidance counselor and I are doing our meager, insufficient best to teach readers." In general, newer programs tended to be rated higher than programs which had been in existence for years.

This comprehensive survey shows that interest in special reading programs for Michigan high schools is on the increase. The returns especially stressed the results produced in rapid reading classes for college-bound students and a growing demand for specially-trained teachers for both remedial and developmental reading. ✦

Table II: Proportion of Michigan Public High Schools Reporting Various Plans of Reading Instruction in 1955 and in 1961 (%)

Plan		1955	1961
A	Rapid reading courses	8.0	11.8
B	Special classes	33.3	29.4
C	Curriculum modification	14.3	16.7
D	Special teacher	30.1	29.4
E	Referral to outside agency	14.3	12.7



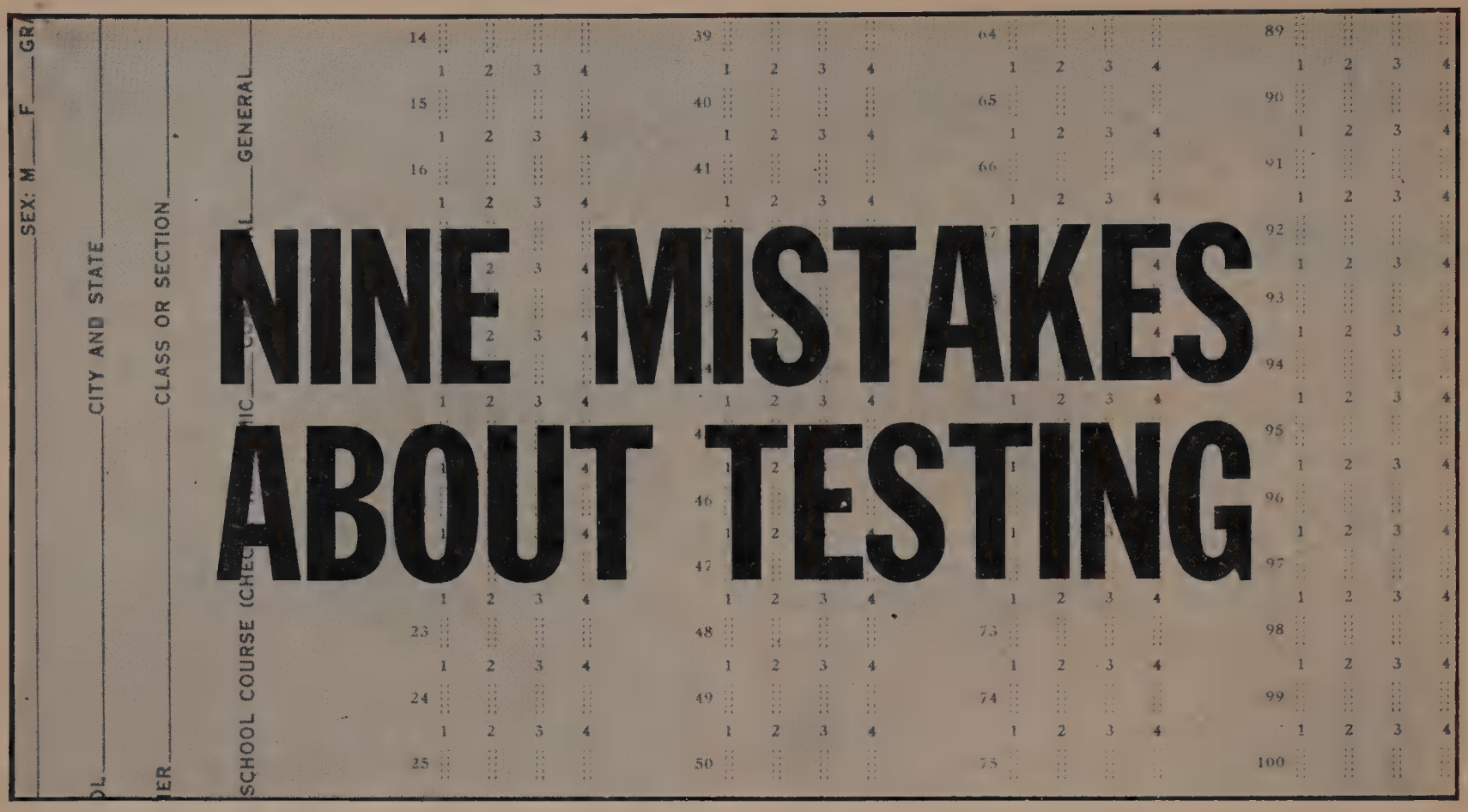
1,600 New Books!

HURRAY FOR BOOKS! Thousands of children will join in this cheer as they celebrate Book Week, Nov. 12-18, with special programs, essays, and art displays.

For the forty-third year this traditional week will focus attention on the wealth of books available to children—books that stimulate their minds and challenge their imagination. More than 1,600 new children's books will be published in 1961, bringing the total in print to well over 17,900. Not only is there a great variety of books available, but this variety is accessible as never before through an increasing number of public and school libraries.

The greater this wealth of books, the more important it becomes for teachers, librarians, and parents to help children take advantage of it. A guide to book lists—what they are and where to get them—can now be found in the folder "Aids to Choosing Books for Your Children" available for five cents from the Children's Book Council, Inc., 175 Fifth Ave., New York 10, N.Y.

The 1961-62 edition of this folder includes 38 book lists and 16 books about children's literature. Many of these indicate the approximate grade level of the books and give helpful suggestions as to subject areas. These book lists are prepared by such national organizations as the National Council of Teachers of English, Association for Childhood Education International, the American Library Association, and the American Association for the Advancement of Science. The folder also includes the names of a number of national magazines and newspapers that regularly review children's books. ✦



EDITOR'S NOTE: *This article was adapted from an address by Dr. Henry S. Dyer, vice president for college board programs, Educational Testing Service, Princeton, N.J.*

IS TESTING a menace to education? Knowing what I do for a living, you would have every reason to believe that I would answer the question with a resounding "No!" But you would be dead wrong, for I am going to answer the question with a tentative "Yes, but. . ."

Yes, testing *is* a menace to education, but probably not for the reasons you think. It is a menace primarily because tests are misunderstood and test results are misused by too many educators. In his recent book called *The Schools*, Martin Mayer speaks of testing as a "necessary evil." I disagree. It is not *necessarily* evil.

Tests *could* be a blessing to education if only teachers, counselors, and educational administrators would divest themselves of a number of misconceptions about what tests can and cannot do and would learn to use test results more cautiously and creatively in the educational process.

There are nine principal misconceptions that seem to stand in the way of the appropriate use of tests. Let's look at them one by one.

Misconception Number One

The *first* misconception is the notion that aptitude or intelligence tests measure something called "native ability," something fixed and immutable within the person that determines his level of expectation for all time. I am not prepared to say that such an inherent entity does not exist. The chances are it does. Studies in genetics certainly support the idea, and so do many psychological studies, especially the studies of twins reared separately under different conditions. But intelligence or aptitude tests do not *measure* such an entity—at least not directly, and certainly not in any interpretable manner.

What intelligence tests do measure is the individual's performance on certain types of mental tasks. They measure this performance a long time after the child has first entered the world. The kinds of mental tasks that appear in any intelligence or aptitude test are clearly the kinds that a student learns to perform from his experiences in the world around him—experiences in school, at home, and elsewhere. The amount of learning based on such experiences may depend on many things that can vary enormously from one child to another—the number and quality of books available in his home, the kind of talk he hears, the richness and variety of his surroundings, the vividness and emotional quality of the thousands of happenings in his life from day to day. It is absurd to suppose that a child's score on an intelligence test bypasses all these factors that facilitate or impede his learning. It is absurd to suppose that such a score gets directly at the brains he was born with.

I prefer to think of an intelligence test as essentially indistinguishable from an achievement test—that is, as a measure of how well, at a given point of time, a student can perform certain well-defined tasks. The main difference between the tasks in a so-called achievement test and those in a so-called intelligence test is, generally speaking, that the tasks in an achievement test are usually learned over a relatively short period of time and those in an intelligence test are learned over a relatively long period of time.

The consequences of thinking of an aptitude test as measuring some immutable determiner of student performance can be pretty serious. In the first place, such thinking encourages the dangerous idea that one can, from an aptitude score, decide once and for all at a fairly early age what kind and level of educational or vocational activity a student is fitted for. It nurtures that hardy perennial, for instance, that if a student has an IQ of 115 or better he ought to prepare for college, and if his IQ is below 115 he ought to make other plans. This, despite all the studies which have shown over and over again that an IQ may be highly variable for a given student, that colleges vary enormously in the quality of students they enroll, and that some low scorers succeed in college while some high scorers fail. I have often wondered how many educational crimes

are annually committed on the strength of the theory that intelligence tests measure something they cannot possibly measure.

A second consequence of thinking of an intelligence test as measuring something unaffected by learning is almost as serious. It is the conception that a student with a high aptitude score and low achievement scores (or low grades in school) is an "under-achiever" who is "not working up to capacity." This is another hardy perennial. It was exploded 30 years ago, but it is back with us again, and it can lead to some rather distressing treatment of individual pupils. The diagnosis goes that a student with a high aptitude score and low achievement scores is "unmotivated," or "lazy," or suffering from some sort of emotional disturbance.

Granted that there may be some grounds for such diagnoses, nevertheless, they are scarcely inferrable from the discrepancy in scores alone. And some new and possibly more useful insights about such students might be forthcoming if one frankly regarded the discrepancies simply as differences in performance on one kind of achievement test as compared to another. To ask why a student has learned to answer the questions in a mathematical aptitude test better than he has learned to answer the questions in an achievement test in algebra is likely to lead to a much more fruitful line of inquiry than will result from the global and rather fuzzy assumption that the student is simply "unmotivated" or "uninterested" in algebra.

Finally, the idea that aptitude tests are supposed to measure native ability leads to the persistent and embarrassing demand that they should be "culture free," that if they are, as they must be, affected by the student's background of experience in school and at home, then *ipso facto,* they are "unfair" to the underprivileged. I wish we could get it *out* of people's heads that tests are unfair to the underprivileged and get it *into* their heads that it is the hard facts of social circumstance and inadequate education that is unfair to them. Tests inevitably reflect the opportunities a student has had for learning. If educational opportunities are unequal, the test results will also be unequal.

Misconception Number Two

A *second* misconception about tests is the notion that a prediction made from a test score, or from a series of test scores, or from test scores plus other quantifiable data, are, or should be, perfectly accurate, and that if they are not, the tests must be regarded as no good. This fallacy arises from a confused conception of what constitutes prediction. There are some people, maybe most people, who think of prediction as simply an all-or-none, right-or-wrong business. If a test score predicts that Johnny will get a B in American history, the score is right if he actually gets a B; it is wrong if he gets a B– or a C. I suppose this is a legitimate way of thinking about prediction in certain circumstances, but it is scarcely fair to the test and may well be unfair to Johnny.

A more meaningful and useful way of thinking about a prediction is to regard it as a statement of the odds. For instance, a given test score might predict that Johnny has eight chances in ten of getting a grade of B or better in American history, and three chances in a hundred of flunking the course. This approach recognizes that in forecasting future events, especially human events, we never have sufficient information to be sure of being right everytime, but we do have information, in the form of test scores and other data, which, if appropriately organized, can help us make better decisions than would be possible without them.

Misconception Number Three

The *third* misconception is that standardized test scores are infallible or perfectly reliable. Reliability has to do with the degree to which the score of an individual stands still on successive testings. It rarely occurs to the uninitiated that a test can never be more than a sample of a student's performance and that, in consequence, the score on any test is afflicted with sampling error. To the man-in-the-street, to many teachers, school administrators, and parents who have never reflected on the problem, a score is a score is a score, and they are shocked to find that when a student takes one test today and an alternate form of the same test tomorrow, his score can change. Anyone who deals with a test score must always be conscious that such a score, like any sort of measurement whatever, is clouded with uncertainty, that it is never more than an estimate of the truth.

Misconception Number Four

A *fourth* misconception about tests is the assumption that an achievement test measures all there is to measure in any given subject matter area—that an achievement test in history, for example, measures everything a high school student should know about the facts of history and how to deal with them. It never seems to occur to some people that the content of a standardized achievement test in any particular subject matter area may be only partially related to what a specific course of study in that area may call for.

Let me cite two instances. Some time back a study was made of the relative merits of teaching chemistry with and without laboratory practice. The findings of the study showed that there was no appreciable difference between students who had had laboratory practice and those who had not. Both groups performed equally well on the achievement test in chemistry which was used as the criterion. It apparently never occurred to the investigators that the chemistry achievement test they were using contained no material appropriate for assessing the kinds of learning peculiar to laboratory instruction. The outcome could have been forecast in advance, since the test measured only those matters that both groups could be expected to learn from the textbooks and classroom discussion to which they were both exposed.

The second instance has to do with a supervisor of French instruction who called our office one day to ask us to recommend a good French test. We told her what we always tell such inquirers, namely, that we could not possibly recommend a good French test *for her purposes* until we know what the French instruction consisted of and what its objectives were. We suggested that she look at several such tests and study the content of each in order to decide which one came closest to what she was trying to accomplish with her students. This suggestion struck her as a thoroughly novel and brilliant idea!

If people will only take the trouble to look critically at the insides of achievement tests and not just at their covers, they will almost certainly find that even the test best suited to their purposes still fails to sample *all* the types of learning that are sought in a given subject, or even all the most important types of learning. And it may also often include matters that the student is not expected to know. The consequence is, of course, that on a particular standardized achievement test a student may look considerably better or considerably worse than he really is, and decisions based on his score may miss the boat by a considerable margin.

Misconception Number Five

A *fifth* misconception is that an achievement test can measure only a pupil's memory for facts. This used to be true. But a good modern achievement test gets at far more than a command of facts alone; it usually measures in addition the pupil's skill in reasoning with the facts he remembers and also his skill in reasoning with facts newly presented to him. It is this introduction into achievement tests of the requirement to reason, to cope with problems, to think clearly, critically, and even creatively that helps to blur the distinction between aptitude and achievement tests. The modern achievement test recognizes that as students come up through the grades

they are, or ought to be, learning to think as well as to know. It recognizes also that there may be many different kinds of thinking to measure, depending upon the subject matter in which the thinking is required. The result is that a well-conceived battery of achievement tests gives the same sort of information one would get from a general intelligence test plus a good deal more.

Misconception Number Six

A *sixth* misconception has to do with profiles of achievement or aptitude scores. This misconception is that a profile of scores summarizes clearly and efficiently a considerable amount of reliable information about the relative strengths and weaknesses of an individual. Test technicians have been worrying about this problem for a long time. They have inveighed repeatedly against the use of profile charts on the grounds that they are often grossly misleading, that the differences they depict—even when they appear large—may be, and usually are, unreliable differences, that the score scales used for the several tests in the profile may not be comparable, that the several measures which show on the profile may have the appearance of being highly independent measures when, in fact, many of them may be highly correlated—in short, that the apparent clarity and efficiency of a test score profile is really an illusion covering up all sorts of traps and pitfalls in score interpretation which even the most wary can scarcely avoid.

Yet the profile chart is still in much demand and is in wide use, primarily I suppose because it is extraordinarily convenient. Mere administrative convenience is hardly sufficient justification for hiding confusion under a false coat of simplicity. Good test interpretation takes mental effort, a bit of imagination, and some willingness to cope with complexity.

Misconception Number Seven

A *seventh* misconception is that interest inventories measure some kind of basic orientation of a student irrespective of the kinds of experiences to which he has been or will be exposed. Let me cite just one example of where this sort of muddy thinking can lead. A presumably well-trained guidance counselor in a high school where the large majority of students go on to college was confronted by a girl with top-notch scholastic standing in all of the college preparatory subjects. Her parents were college-trained people and had always expected that their daughter would go to a liberal arts college; the daughter had always enthusiastically entertained the same idea. The counselor, however, was apparently bewitched by one of the girl's scores on an interest inventory which indicated that her major interest was in clerical work. Disregarding all the other evidence in the situation, the counselor insisted that the girl was unfitted for the work of a liberal arts college and would be happy only in a secretarial school. Tears on the part of the child, anger on the part of the parents, and hell-to-pay all around. Certainly interest test scores are useful in promoting thought and self-analysis, but certainly also the tests are scarcely capable of probing deeply enough into an individual's past and future to warrant anything approaching the dogmatism which characterized the counselor I have described.

Misconception Number Eight

The *eighth* misconception is that on a personality test an individual reveals deep and permanent temperamental characteristics of which he himself may be unaware. I suppose there is nothing about the whole testing business that frightens me more than this one. Anyone close to the research in personality testing who has any critical sense at all knows that we have still barely scratched the surface of a field whose dimensions are still far from defined. To put it perhaps a little too strongly, personality tests—the inventories, the projective tests, all of them—are scarcely beyond the tea-leaf-reading stage. To be sure, there is some interesting—even exciting—research going on in the area, but none of it yet adds up to tests that can be trusted as evidence leading to important decisions about children.

There are four major weaknesses in personality tests. First, they purport to measure traits such as introversion-extroversion, neurotic tendency, gregariousness, tolerance for ambiguity, and the like—all of which are highly fuzzy concepts to say the least and for none of which there are any agreed upon definitions. There is not even any general agreement on what we mean by the word "personality" itself. How can you describe or classify a person meaningfully with a test whose scores do not themselves have any clear or rigorous meaning?

Secondly, it is characteristic of current personality tests that the behavior they sample is essentially superficial nonsignificant behavior. By this I mean when a subject answers such a question as "Do you often day-dream?" his response of "Yes" or "No" may well be nothing more than a purely random phenomenon quite unconnected with any of his habitual behavior tendencies—and this, even though he may be trying as hard as he can to be honest and co-operative. The whole essence of the measurement problem is to secure reliable samples of human behavior under standardized conditions which will have strong correlates with the universe of behavior an individual habitually exhibits in his waking life. The personality tests currently available have yet to demonstrate that they can provide such samples of behavior.

Thirdly, even if we were able to establish some meaningful personality traits, we still know little or nothing about their stability. We still don't know whether an introvert at age 15 may not turn into an extrovert by the time he is 22.

Finally, of course, practically all personality tests can be fakes. I proved to my own satisfaction how fakable such tests are when I gave one to a class I was once teaching. I asked the students to take a personality inventory twice—once to prove that they were thoroughly well-adjusted people, and once to prove that they were ready for a mental institution. The first set of scores showed that the whole class was a bunch of apple-cheeked extroverts, the second set showed that they were all nuts.

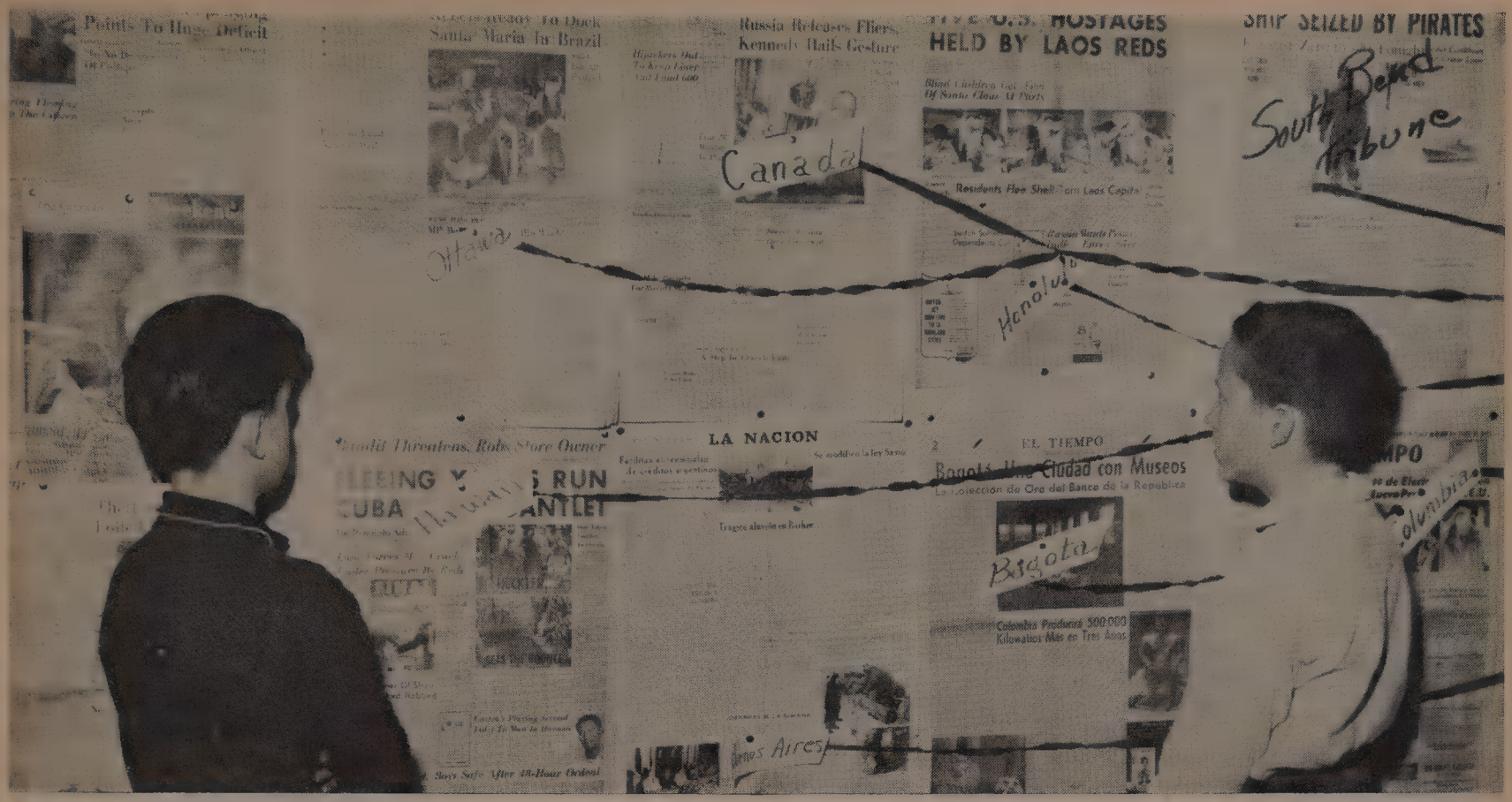
Please do not misunderstand me. I take a very dim view of current personality tests, and I think the general public is being much too frequently taken in by the mumbo-jumbo that goes with them. On the other hand, I am very much in favor of as much solid research as we can possibly get into the fundamental dynamics of human behavior, for we shall never be in full command of the educational process until we have far more understanding than we now have of what makes children tick. There are glimmerings of hope, but we are not out of the woods yet, and who can tell when we will be? In the meantime, let's not kid ourselves by putting our trust in gimmicks.

Misconception Number Nine

The *ninth* and final misconception is that a battery of tests can tell all one needs to know in making a judgment about a student's competence, present and potential, and about his effectiveness as a human being. The fact of the matter is that no test or series of tests now available is capable of giving the total picture of any child. Tests can illuminate many areas of his development; they can suggest something about his strengths and weaknesses; they can show in certain respects how he stands among his peers. But there are still many important aspects of learning and human development where we must still rely upon the observation and judgment of teachers if we are to get something that approaches a complete description of the child as a functioning individual.

Any evaluation of the pupil that relies solely on test scores is bound to be incomplete and sometimes seriously misleading. There are subtle but supremely important human elements in the teaching-learning situation that no combination of tests yet devised is able to capture.

(*Continued on page* 285)



A TWO-WEEK PROJECT to acquaint students with the influence of the press took on international aspects at Edwardsburg recently. Some 125 seventh graders began by reading complimentary issues of the South Bend (Ind.) Tribune. *They ended up reading an armload of foreign dailies.*

OPERATION DAILY NEWSPAPER

WILL ROGERS' famous phrase – "All I know is what I see in the newspapers" – has a new meaning for 125 Edwardsburg seventh graders. These students have completed a two-week adventure in depth reading of the daily paper. Called "Operation Daily Newspaper," the exercise was designed to promote more efficient use of the newspaper.

First to promote the newspaper as a textbook was C. K. Jefferson, circulation manager of the *Des Moines Register and Tribune*. Working with the International Circulation Managers Association (ICMA), Jefferson urged a study at Iowa University of the daily paper's worth as a teaching tool. Later, under ICMA auspices, newspapermen and educators met to discuss a common goal – development of active, intelligent newspaper readership.

To help tailor the classroom project to educational needs, a series of summer seminars was established. Beginning in 1958 the ICMA and the American Newspaper Publishers Association arranged a series of seminars at Iowa University, Syracuse University, Florida State, and the University of California at Los Angeles.

Seminar tuition ($225) and traveling expenses for teacher representatives from selected communities were paid by the participating newspapers. When teachers returned to their classrooms, every student received a free copy of the sponsoring newspaper for two weeks.

In Edwardsburg, students received the *South Bend (Ind.) Tribune*. They learned to evaluate factual and sensational reporting, to grasp more clearly the paper's news gathering role, to analyze advertising functions, and to gauge the importance of local news in relation to national and international events.

Eager to compare the American press with that of other countries, the Edwardsburg class worked with the *Tribune* to obtain copies of daily papers from Cape Town, London, Manila, Honolulu, Ottawa, Rio de Janeiro, and Bogata. Foreign papers were compared and contrasted with the *Tribune*. Oral and written reports followed, dealing with news stories, editorials, and features of special appeal.

The teacher of the two-week Edwardsburg project, Mrs. Beatrice Brown, summed up her impression of the exercise thus: "Our class developed a new appreciation of America and of its position as a world leader. History came alive for all of us; the world shrank when we found the same front-page stories on papers from Cape Town and London, as well as South Bend and New York. Not only did 'Operation Daily Newspaper' accomplish what it set out to do – teach children more efficient use of the newspaper – it also came with built-in motivation, and a rare degree of depth and vision."

Teachers Study Newspapers, Too

In another Michigan community – Jackson – teachers are receiving three hours of graduate credit for attending a course on classroom use of the newspaper. The class is sponsored jointly by the *Jackson Citizen-Patriot*, Michigan State University, and the Union school district.

Dr. John Ball, of the MSU communication skills department, who developed the course along with Dr. Stanley Wronski, MSU associate professor of education, contends that newspapers can be used successfully to fill the educational gap caused when technology and world events rapidly make textbooks obsolete.

"The newspaper is like a breath of fresh air in the classroom," Dr. Ball said. "It has a sense of immediacy in its subject matter and format, a relevancy that no other material possesses. It is a window of approach to all subjects in the curriculum." ✦

Here's a Listing of the 144 Con-Con

EDITOR'S NOTE: *Michigan's constitutional convention opened in Lansing Oct. 3. Representing the state's 34 senatorial districts and the 110 representative districts, the 144 con-con delegates convened to overhaul the state constitution written by a 1907-08 con-con and since amended 69 times. Represented in the con-con delegation are 56 attorneys, 27 businessmen, 14 farmers, 13 public officials, 12 educators, 6 union officials, 5 housewives, 1 minister, and 10 others. Following is a list of the elected delegates.*

SENATORIAL DISTRICTS

FIRST
Rockwell T. Gust, Jr., (R), 55 Muskoke, Grosse Pte. Farms 36, *Attorney*

SECOND
Don Binkowski, (D) 3857 Harold, Detroit 12, *Attorney*

THIRD
William O. Green, (D), 447 Marston, Detroit 2, *Deputy Sheriff*

FOURTH
Lillian Hatcher, (D), 1493 Edison, Detroit 6, *International Representative, UAW* (on leave)

FIFTH
Jack Faxon, (D) 17594 Kentucky, Detroit 21, *Teacher*

SIXTH
Garry E. Brown, (R) 321 West Eliza, Schoolcraft, *Attorney*

SEVENTH
Lee Boothby, (R), 69 Walton, Niles, *Attorney*

EIGHTH
Edward Hutchinson, (R), 662 West Main, Fennville, *Attorney*

NINTH
Blaque Knirk, (R), R #1, Quincy, *Farmer*

TENTH
Berry N. Beaman, (R), RFD #2, Parma, *Retired Industrialist*

ELEVENTH
Ralph A. Liberato, (D), 1951 Waltz, Warren, *Design Checker, Pres. Macomb AFL-CIO*

TWELFTH
George Romney, (R), 1830 East Valley, Bloomfield Hills, *Pres. American Motors*

THIRTEENTH
Paul V. Gadola, Sr., (R), 1222 Pershing, Flint, *Attorney*

FOURTEENTH
John A. Hannah, (R), Cowles House, M.S.U., East Lansing, *Pres. MSU*

FIFTEENTH
Alvin M. Bentley, (R), 801 West Oliver, Owosso, *Ex-Congressman*

SIXTEENTH
Paul G. Goebel, (R), 2310 Jefferson, S.E., Grand Rapids, *Owner, Sports Goods Store*

SEVENTEENTH
John B. Martin, Jr., (R), 345 Plymouth S.E., East Grand Rapids, *Attorney*

EIGHTEENTH
Weldon W. Yeager, (R), 16525 Shaftsbury, Detroit 19, *Employment Agency Operator*

NINETEENTH
Charles Figy, (R), 104 Stevenson, Morenci, *Farmer*

TWENTIETH
Claude L. Wood, (R), 7055 Reed, Brown City, *Owner, Lumber Company*

TWENTY-FIRST
William C. Marshall, (D), 20746 Mary, Taylor, *Exec., V.P., Mich. AFL-CIO*

TWENTY-SECOND
William J. Leppien, (R), 1103 Cornelia, Saginaw *County Clerk*

TWENTY-THIRD
Robert J. Danhof, (R), 1555 Lexington, Muskegon, *Attorney*

TWENTY-FOURTH
Karl K. Leibrand, (R), 1846 McKinley, Bay City, *Attorney*

TWENTY-FIFTH
D. Hale Brake, (R), 519 North Camburn, Stanton, *Local Government Consultant*

TWENTY-SIXTH
Stephen S. Nisbet, (R), 332 East Main, Fremont, *Retired V.P., Gerbers*

TWENTY-SEVENTH
Julius C. Sleder, (R), 1202 Willow, Traverse City, *Grocer*

TWENTY-EIGHTH
Lewis T. Hubbs, (R), 324 North Antler, Gladwin, *Businessman*

TWENTY-NINTH
Donald M. Habermehl, (R), 180 East Ripley, Alpena, *Attorney*

THIRTIETH
Kent T. Lundgren, (R), 1109 First, Menominee, *Druggist*

THIRTY-FIRST
William P. Pellow, (D), 211 North Sophie, Bessemer, *Attorney*

THIRTY-SECOND
Bert M. Heideman, (R), 204 Montezuma, Hancock, *Attorney*

THIRTY-THIRD
Roscoe O. Bonisteel, Sr., (R), 1138 Fair Oaks, Ann Arbor, *Attorney*

THIRTY-FOURTH
Frank O. Staiger, Jr., (R), 3547 Armour, Port Huron, *Attorney*

REPRESENTATIVE DISTRICTS

ALLEGAN COUNTY
James S. Farnsworth, (R), 409 North Cedar, Allegan, *Auto Dealer*

ALPENA DISTRICT (Alpena, Iosco, Alcona Counties)
Herman Dehnke, (R), 200 Huron, Harrisville, *Attorney*

ARENAC DISTRICT (Arenac, Gladwin, Missaukee, Roscommon)
John C. Shaffer, (R), 301 North Bowery, Gladwin, *Attorney*

BAY COUNTY
Milton E. Higgs, (R), 716 Filmore, Bay City, *Attorney*

BERRIEN COUNTY
1st District
David F. Upton, (R), 200 Ridgeway, St. Joseph, *Dir. of Materials, Whirlpool*
2nd District
J. Burton Richards, (R), R #2, Eau Claire, *Farm Bureau Rep.*

CALHOUN COUNTY
1st District
H. V. Hatch, (R), 617 Hill, Marshall, *Attorney*
2nd District
Stanley Everett, (R), 135 Oaklawn, Battle Creek, *Attorney*

CHARLEVOIX DISTRICT (Charlevoix, Antrim, Leelanau)
Edward K. Shanahan, (R), R #3, Charlevoix, *Livestock Farmer*

CHIPPEWA DISTRICT (Chippewa, Mackinac, Luce)
Clarence B. Dell, (R), 306 West Truckey, St. Ignace, *County Clerk*

DELTA COUNTY
Charles L. Follo, (D), 209 South 11th, Escanaba, *U.P. Dir., U of M Extension*

EATON DISTRICT (Eaton, Clinton, Barry)
Dean Doty, (R), 501 South Bridge, Grand Ledge, *Florist*

Delegates

LANSING'S CIVIC CENTER . . . site of Michigan's 1961-62 constitutional convention.

Ink White, (R), 400 South Oakland, St. Johns, *Newspaper Publisher*

EMMET DISTRICT (Emmet, Cheboygan, Otsego)
H. Carl Spitler, (R), 509 State, Petoskey, *former School Supt.*

GENESEE COUNTY
1st District
Edward A. McLogan, (R), 1132 Woodside, Flint, *Businessman*
Frank G. Millard, (R), 2741 Westwood, Flint, *Attorney*
G. Keyes Page, (R), 221 East Fifth, Flint, *Governmental Research*
2nd District
Don G. Batchelor, (R), 325 Orchard, Grand Blanc, *Retired H.S. Athletic Dir.*

GOGEBIC (Gogebic, Ontonagon)
Frank T. Perlich, (D), 208A Sophie, Bessemer, *Attorney*

GRAND TRAVERSE
Nick J. Rajkovich, (R), 828 Washington, Traverse City, *Professor Northwest College*

GRATIOT COUNTY
T. Jefferson Hoxie, (R), 504 East Saginaw, St. Louis, *Attorney*

HILLSDALE
Kenneth G. Prettie, (R), RFD #3, Hillsdale, *Attorney*

HOUGHTON (Houghton, Keweenaw)
Ruth G. Butler, (R), 501 East Houghton, Houghton, *Housewife*

HURON COUNTY
Thos. R. McAllister, (R), Bad Axe, *Attorney*

INGHAM
1st District
Claud R. Erickson, (R), 1307 Cambridge, Lansing, *Utility Engineer*
Eugene G. Wanger, (R), 602 South Jenison, Lansing, *Attorney*
2nd District
Charles J. Davis, (R), Onondaga, *Farmer and Dairyman*

IONIA
Stanley M. Powell, (R), R #1, Ionia, *Farmer, Legislative Agent Farm Bureau*

IRON (Iron, Alger, Schoolcraft, Baraga)
Joseph F. Sablich, (D), 308 Berkshire, Caspian, *Attorney*

ISABELLA
Charles L. Anspach, (R), 3582 South Fancher, Mt. Pleasant, *Retired Pres. CMU*

JACKSON COUNTY
1st District
Dan E. Karn, (R), 1805 Kibby, Jackson, *Retired Consumers Power President*
2nd District
James F. Thomson, (R), 6537 Lincoln, R #4, Jackson, *County Treasurer*

KALAMAZOO COUNTY
1st District
Glenn S. Allen, Jr., (R), 2308 Tipperary, Kalamazoo, *Attorney*
2nd District
Anthony Stamm, (R), R #1, Kalamazoo, *County Clerk*

KENT COUNTY
1st District
Robert H. Blandford, (R), 1935 Meadowfield, N.E., Grand Rapids, *Lumber Dealer*
Walter D. DeVries, (R), 1155 Benjamin, S.E., Grand Rapids, *Professor, Calvin College*
Robert S. Tubbs, (R), 502 Mulford Dr., S.E., Grand Rapids, *Attorney*
2nd District
Ella Koeze, (R), 4045 Byron Center, S.W., Grand Rapids, *Housewife, National Committeewoman*
3rd District
Dorothy Leonard Judd, (R), 747 San Jose, S.E., East Grand Rapids, *Housewife*

LAPEER COUNTY
Ervin J. Haskill, (R), 2269 Haines, Lapeer, *Farmer*

LENAWEE COUNTY
Clyne W. Durst, Jr., (R), 105 S. Madison, Adrian, *Attorney*

MACOMB COUNTY
1st District
John T. Kelsey, (D), 8435 Westminster, Warren, *Law Student*
2nd District
Joseph M. Snyder, (D), 22912 Rosedale, St. Clair Shores, *UAW Auditor*
3rd District
Allen F. Rush, (R), 65040 Dequindre, Washington, *Livestock Farmer*

MARQUETTE COUNTY
Leslie W. Richards, (R), 405 County, Negaunee, *Safety and Personnel, Steel Co.*

MASON DISTRICT *(Mason, Osceola, Lake)*
Raymond A. Plank, (R), 714 Anderson, Ludington, *Owner-Mgr. Radio Station*

MENOMINEE DISTRICT *(Menominee, Dickson)*
Cliff Perras, (R), Nadeau, *Tavern Owner, Mgr. Bottled Gas Co.*

MIDLAND COUNTY
James R. Rood, (R), 2510 Manor, Midland, *Attorney*

MONROE COUNTY
Donald D. Doty, (R), 7054 North Custer, Monroe, *Farmer*

MONTCALM DISTRICT *(Montcalm, Mecosta)*
William G. Gover, (R), 204 Lake, Sheridan, *Salesman*

MUSKEGON COUNTY

1st District

Don F. Seyferth, (R), 2372 Westwood, Muskegon, *Pres. Neway Equipment Co.*

2nd District

William F. Hanna, (R), 5120 Gay, Muskegon, *Attorney*

NEWAYGO DISTRICT *(Newaygo, Oceana)*

Earl C. Pugsley, (R), 303 Johnson, Hart, *Attorney*

OAKLAND COUNTY

1st District

Richard D. Kuhn, (R), 205 Gateway, Pontiac, *Attorney*

2nd District

Raymond L. King, (R), 1095 Dudley, Pontiac, *Attorney*

3rd District

Henry L. Woolfenden, (R), 1575 Kensington, Bloomfield Hills, *Attorney*

4th District

Richard C. VanDusen, (R), 32205 Bingham, Birmingham, *Attorney*

5th District

Arthur G. Elliott, Jr., (R), 17 Kenberton, Pleasant Ridge, *Real Estate*

6th District

Lee Walker, (D), 31262 Kenwood, Madison Heights, *Building Contractor*

OTTAWA COUNTY

Henrik E. Stafseth, (R), 519 Woodlawn, Grand Haven, *Engineer-Mgr. County Rd. Com.*

PRESQUE ISLE DISTRICT *(Presque Isle, Ogemaw, Crawford, Montmorency, Oscoda)*

Elmer L. Radka, (R), 425 West Woodward, Rogers City, *Farmer*

SAGINAW COUNTY

1st District

James M. Shackleton, (R), 305 North Elm, Saginaw, *Bank Vice Pres.*

2nd District

Herbert M. Turner, (R), 9230 Frost, Saginaw, *Fruit Grower*

SHIAWASSEE DISTRICT *(Shiawassee, Livingston)*

Thomas G. Sharpe, (R), 4603 Argentine, Howell, *Farmer*

ST. CLAIR DISTRICT *(St. Clair, Sanilac)*

Vera Andus, (R), 3121 Conger, Port Huron, *Retired Dept. Head, Jr. College*

S. Martin Tweedie, III, (R), 3344 Hickory Lane, Port Huron, *Attorney*

ST. JOSEPH DISTRICT *(St. Joseph, Cass)*

Carl D. Mosier, (R), 106 Hamilton, Dowagiac, *Attorney*

TUSCOLA COUNTY

Shuford Kirk, (R), Caro, *Farmer*

VAN BUREN COUNTY

Francis Finch, (R), Mattawan, *Farmer*

WASHTENAW COUNTY

1st District

James K. Pollock, (R), 440 Highland, Ann Arbor, *Professor U. of M.*

2nd District

J. Don Lawrence, (R), 212 South Huron, Ypsilanti, *Attorney*

WAYNE COUNTY

1st District (East part Ward 21)

Robert G. Hodges, (D), 11821 Morang, Detroit 24, *Attorney*

Arthur J. Madar, (D), 9166 Yorkshire, Detroit 24, *City Health Inspector*

2nd District (Wards 2, 4, 6, 8)

Sidney Barthwell, (D), 2035 W. Boston, Detroit 6, *Druggist*

Morris W. Hood, Sr., (D), 16815 LaSalle, Detroit 21, *Asst. Dir. UAW Circulation Dept.*

Samuel B. Ostrow, (D), 20643 Stratford, Detroit 21, *Assist. State Attorney General*

3rd District (West Part Ward 21)

Peter L. Buback, (D), 19632 Goulburn, Detroit 5, *Chief Deputy County Clerk*

Wynne C. Garvin, (D), 4444 St. Clair, Detroit 14, *Attorney*

Chas. N. Youngblood, Jr., (D), 18666 Hamburg, Detroit 5, *Deputy Sheriff*

4th District (Wards 10, 12, 14)

Malcolm Gray Dade, (D), 6108-28th, Detroit 10, *Minister*

Tom Downs, (D), 16239 Muirland, Detroit 21, *AFL-CIO Leg. Advisor & Leg. Agt.*

Daisy L. Elliott, (D), 2465 W. Chicago, Detroit 6, *Real Estate Sales*

5th District (Wards 15, 17, 19)

Martin W. Baginski, (D), 18000 Gruebner, Detroit 34, *Deputy Probate Registrar*

Edmond Lesinski, (D), 18035 Helen, Detroit, *Printer*

Marjorie McGowan, (D), 4424 Field, Detroit 14, *Attorney*

6th District (Ward 16)

Richard H. Austin, (D), 3374 Oakman, Detroit 38, *Certified Pub. Acct.*

Melvin Nord, (D), 17600 Pinehurst, Detroit 21, *Patent Attorney*

Harold Norris, (D), 17393 Pinehurst, Detroit 21, *Attorney*

7th District (Parts of Wards 1, 9, 13)

Paul R. Mahinske, (D), 12409 Conant, Detroit 12, *Attorney*

Stephen Stopczynski, (D), 13463 Eureka, Detroit 12, *Factory Machinist*

8th District (Wards 18, 20)

Frank A. Balcer, Jr., (D), 3434 Clippert, Detroit 10, *Retired Teacher*

Edward L. Douglas, (D), 2251 S. Bassett, Detroit 17, *Attorney and Teacher*

9th District (Parts Wards 7, 9, 11, 13)

Anthony J. Wilkowski, (D), 4809 Chene, Detroit 7, *Retail Merchant*

Coleman A. Young, (D), 2409 McDougall, Detroit 7, *Public Relations Consultant*

10th District (East Part Ward 22)

Adelaide J. Hart, (D), 17323 Ward, Detroit 35, *Teacher*

Arthur T. Iverson, (R), 16596 Harlow, Detroit 35, *Attorney*

11th District (Ward 3, 5, part of 1)

Harold E. Bledsoe, (D), 435 King, Detroit 2, *Attorney*

Raymond M. Murphy, (D), 100 Marston, Detroit 2, *Aide to Congressman*

12th District (West Part Ward 22)

James H. Sterrett, (R), 16804 Rosemont, Detroit 19, *Insurance Agent*

J. Harold Stevens, (R), 16826 Huntington, Detroit 19, *Attorney, Retired Teacher*

13th District (Grosse Pte., Grosse Pte. Farms, Grosse Pte. Woods, Grosse Pte. Park)

William B. Cudlip, (R), 900 Lake Shore, Grosse Pte. Shores 36, *Attorney*

14th District (Hamtramck)

Ray Krolikowski, (D), 2665 Belmont, Hamtramck 12, *Attorney*

15th District (City of Highland Park)

Ann E. Donnelly, (R), 90 Elmhurst, Highland Park 3, *Attorney*

16th District (City of Dearborn)

Katherine Moore Cushman, (D), 23633 Elmwood, Dearborn, *Housewife*

17th District (River Rouge, Lincoln Park)

William G. Suzore, (D), 1474 Montie, Lincoln Park, *City Clerk*

18th District (Melvindale, Wyandotte)

John E. McCauley, (D), 1605-23rd, Wyandotte, *Attorney*

19th District (Dearborn, Taylor, Browntown, Huron, Monquagon Twps.)

William D. Ford, (D), 22212 Goddard, Taylor, *Attorney*

20th District (Garden City and Nankin, Romulus Twps.)

Theodore S. Brown, (D), 29818 Malvern, Garden City, *Attorney*

21st District (Livonia, Plymouth, Bellville Twps., Northville, Redford, Plymouth, Canton, Van Buren, Sumpter)

Anna M. Conklin, (R), 15809 Foch, Livonia, *Housewife*

WEXFORD DISTRICT *(Wexford, Manistee)*

Roy Howes, (R), R. No. 1, Copemish, *Farmer* ✦

By Louis J. Cantoni and Lucile Cantoni

Referring Friends for Professional Counseling

▸ Editor's Note: *This article is adapted from a new book titled* Counseling Your Friends *by Louis and Lucile Cantoni (William-Frederick Press, New York 28, N.Y.) Dr. Louis J. Cantoni is associate professor of education and co-ordinator of the rehabilitation counselor training program at Wayne State University. Mrs. Cantoni is on the faculty of the Merrill-Palmer Institute in Detroit. Their book explains the role of the professional therapist or counselor, whether psychiatrist, psychologist, or social worker.*

PEOPLE with personal problems have different ways of expressing the fact that they have problems. One person may be afraid to establish close friendships. Another might suffer a generalized depression. Still another might have unrealistic fear of crowds or of high places or of small animals. Another might be irritable, pugnacious. Another might philander. Each disturbed individual has his own ways of expressing emotional disturbance.

Certain Conditions Must Be Met

All of these people need professional consultation because they cannot make desired progress with lay assistance only. Whether a distressed person receives counseling from a friend or from a professional, however, he has to meet certain conditions of any helping relationship if he is to be helped. Thus he must recognize that he has a problem, establish a meaningful relationship with the therapist, and have a desire to change.

Love and friendship are two-way relationships because lovers and friends share each other's experiences. When your friend wins a contest, you win too. When your friend is victimized, you also are victimized. What happens to your friend is of consequence to you because you participate in his life. In a sense, you are but one degree removed from him and his experiences.

Frequently being one degree removed provides you with sufficient objectivity to help him solve his problem. But there are times when you are still too close. He needs someone farther away than you are. It is a unique characteristic of professionals such as psychiatrists, psychologists, and social workers that they can enter into their client's emotional experiences and yet retain a high degree of objectivity.

Some acute family problems cannot be resolved unless they have the benefit of a professional's objectivity. Marital skirmishes and parent-child battles may require an arbitrator as well as a counselor. In these conflicts there is a tendency to blame the other fellow and to establish one's own innocence. Unless he is very cautious, knowing what he can and cannot do, a friend is likely to get tangled up in the finger-pointing and fault-finding. With his greater objectivity, however, the professional can cut away many entanglements and help his clients find new paths out of old difficulties.

Usually, when two people are at odds, each of them bears some responsibility for the trouble. Sometimes it appears that one of the two is blameless. Even so, the "blameless" one must accept some responsibility for the conflict if the conflict is to be resolved. At the least, he needs to recognize that his own behavior contributes to the other's distress.

When two people's lives are inextricably bound together, as with husband and wife or parent and child, workable solutions to serious differences are likely if each of those concerned will seek professional help. For a friend it is almost impossible to avoid "taking sides." Even if a friend does retain his objectivity, he is seldom successful in bringing together the alienated, for one or the other will regard his objectivity as a pose.

Many people find that their problems are too intimate to be discussed with friends. Resolving sex difficulties is clearly an endeavor within the province of the professional. However, for some people, other kinds of problems also seem too intimate for revelation to friends. For example, there are individuals who will talk freely, even glibly, about their sex life, but who keep secret a childhood of poverty and deprivation. If you find that your friend avoids discussing topics having special meaning for him, you may render him a great service by suggesting that he see a professional counselor.

Sometimes, when you refer a friend to a therapist for help, the therapist may suspect that limited intelligence aggravates his emotional problem. Or the therapist may think that this individual's disturbance arises out of job dissatisfaction. If the therapist does not have testing skills, he will send such an individual to a psychologist to determine, in the first case, intellectual capacities and, in the second, vocational interests and aptitudes.

On the other hand, you may discern that your troubled friend's problem is primarily one of knowing his own mental abilities, or appreciating his own vocational interests, or of being sensitive to his own vocational aptitudes. In that event, you need not suggest counseling or psychotherapy, but might send him directly to a psychologist for testing. The psychologist will interpret test results to him and advise him as to how he should proceed from that point.

Many Services and Facilities Are Available

Whether you encourage him to take psychological tests or not, you may be convinced that he needs further education or special training. Schools of all kinds as well as vocational training centers are available throughout the nation. An individual with a physical, intellectual, or emotional disability has many resources available to him. A parent who knows his child has a special problem should consult at regular intervals with the school counselor or visiting teacher. An adult with a disability should inquire into services and facilities available to him through his State Employment Security Commission or Division of Vocational Rehabilitation.

Every community in our nation provides economic assistance for those who need it. And, in one way or another, every community provides care for children whose families cannot do so. Most communities also offer a range of other services, including medical attention, hospitalization, legal consultation, vocational guidance, etc. Since each community varies greatly in resources, some exploration on your part may be necessary to find out just what agency might help your friend. ✦

EXAMINING A POSTER for American Education Week, Gov. John B. Swainson (seated) joins with AEW co-sponsors to urge visits to schools during AEW, Nov. 5-11. Standing from the left are Dr. E. Dale Kennedy, MEA executive secretary; Dr. Lynn M. Bartlett, state superintendent of public instruction; Michael Taylor, state commander of the American Legion; and Otto Yntema, president of the Michigan PTA.

Time to Report Progress

"YOUR SCHOOLS: Time for a Progress Report" is the main theme of this year's American Education Week, Nov. 5-11. More than 30 million adults are expected to visit their public schools during this 41st annual observance to receive a first-hand report on school purposes, methods, achievements, needs, and problems.

Other millions will receive the annual accounting through newspapers, magazines, radio and television, sermons, motion pictures, plays, posters, and booklets. In addition to the main theme, the following daily American Education Week topics have been selected:

Sunday, Nov. 5 — Time to Test Our Convictions
Monday, Nov. 6 — Time to Decide on Essentials
Tuesday, Nov. 7 — Time to Work Together
Wednesday, Nov. 8 — Time to Explore New Ideas
Thursday, Nov. 9 — Time to Salute Good Teachers
Friday, Nov. 10 — Time to Pay the Price for Excellence
Saturday, Nov. 11 — Time to Look Outside Our Borders

This year's theme and daily topics offer an opportunity for school systems over the country to report on improvements made in the last few years, on curriculum changes which benefit their pupils, on new school construction, on programs for getting and keeping the best teachers, on effective new teaching methods, and on improved facilities.

The basic purpose of American Education Week continues to be the effort to make every American aware of the important role education plays in a democracy, and to help him realize that good schools are his personal responsibility.

American Education Week grew out of the revelation, during World War I, that a shocking percentage of the American people was illiterate and physically unfit. Representatives of the NEA and the newly formed American Legion discussed this problem, and their talks led to the observance, in 1921, of the first American Education Week.

From 1922 on, the observance has been co-sponsored by the U.S. Office of Education (formerly the Bureau of Education). In 1938, the National Congress of Parents and Teachers became the fourth national sponsor. Many other groups participate. Farm, labor, business, professional, civic, religious, fraternal, service, library, welfare, and general cultural organizations help plan and finance many AEW projects.

President Kennedy and Governor Swainson have both emphasized education's vital role in undergirding this nation's strength *(see the proclamation on the facing page)*. Said President Kennedy:

"I urge that all of us during American Education Week take part, through school and community, in observances to focus attention upon the force for good which education has been and must continue to be in our national life; and that we honor our teachers and school officials for whom every week is education week.

"The education of our people should be a lifelong process by which we continue to feed new vigor into the lifestream of the nation through intelligent, reasoned decisions. Let us not think of education only in terms of its costs, but rather in terms of the infinite potential of the human mind that can be realized through education. Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation." ✦

STATE OF MICHIGAN

Executive Office □ Lansing

PROCLAMATION

AMERICAN EDUCATION WEEK

The people of Michigan, from the beginning of our State, have recognized and continue to recognize the need for educational opportunities for our young people.

This awareness of the necessity for good schools, elementary, secondary, colleges and universities, is best expressed in the words of our Michigan Constitution which reads:

"Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

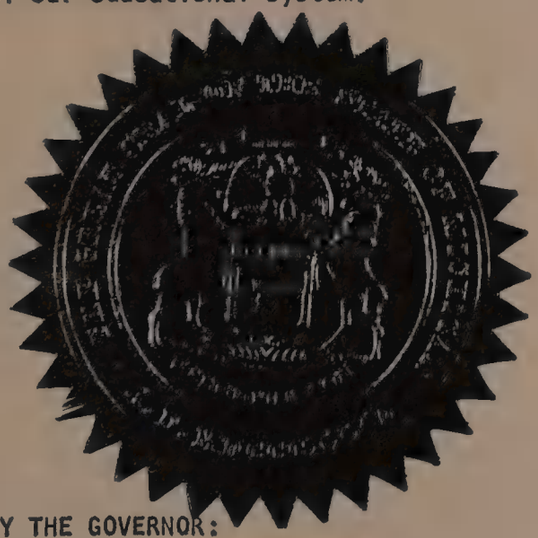
This admonition, which time has not dulled nor outdated, is heeded by our people today even as it was more than half a century ago. For our children, we insist that they have the opportunity of the best education. Michigan is justly proud of its educational system, public and private.

It is to be desired that our system of education never be taken for granted, but rather that our people always remain alert to the necessity for the opportunity of education. It is important that each child and each adult realize that our educational facilities be used to the fullest to insure the economic growth of our State and to enhance the material, spiritual and esthetic progress of the individual.

THEREFORE, I, John B. Swainson, Governor of the State of Michigan, do hereby proclaim the period from November 5 through November 11, 1961, as

AMERICAN EDUCATION WEEK

in Michigan, and urge all our people to recognize the need for continued excellence of training in our schools and that each child realize that Michigan offers to its students the opportunity of obtaining an education unexcelled anywhere and that they apply themselves diligently to their studies to the benefit of themselves and the entire world and that our citizens recognize the need for continuing support of our educational system.



Given under my hand and the Great Seal of the State of Michigan this Twenty-eighth Day of September in the Year of Our Lord One Thousand Nine Hundred Sixty-one and of the Commonwealth One Hundred Twenty-five.

John B. Swainson
GOVERNOR

BY THE GOVERNOR:

James M. Hare
SECRETARY OF STATE

Retirement Fund Finances

Unless financing improves, an eating away of reserves to meet current cash outlay can be expected by 1968.

By Lawrence Van Zwoll
Executive Secretary, Michigan Public School Employees Retirement Board

THIS ARTICLE contains the annual report on the financial condition of the Michigan Public School Employees Retirement System. Purpose of the report is to acquaint school employees with the financial condition of the system. The retirement board believes that a knowledge of the financial status of the system will be of benefit to all school employees and will enable them to assist in making the retirement system more nearly sound as well as to resist any inroads on the very modest amount of soundness now existing in the system.

Career school employees look to the retirement system as their chief means of financial support when they leave public school work at retirement age. It is the objective of the system and its administrators to make sure that the financial security, which school employees have a right to expect, does not become a myth.

School employees in Michigan have a combined state retirement and social security program. For both parts of this program, the state of Michigan has assumed the position of employer in regard to financing the employer's share of the retirement allowances. The school district does not act as the employer for this purpose either for the retirement allowance under this system or for the social security allowance. The state of Michigan, from a legislative appropriation based on the constitutional provision, pays the employer's share for the retirement allowances paid by the retirement system and also, from the same source, pays the employer's share toward social security for school employees.

Except for three years (1948 to 1951) when the Legislature appropriated money to the retirement system and decreased state school aid an equal amount, the retirement system has never received appropriations sufficiently large to meet its actuarial obligations. School employees have been required year by year to pay in the legal contributions required.

This has resulted in an unbalance in the retirement system. The members' funds are fully actuarially sound. The employer's pension fund is very far from being actuarially sound. The lack of soundness in the pension fund is emphasized by the fact that the pension fund is disbursing, currently, sufficient employer's taxes as required by federal law to provide actuarial soundness for the social security system as it applies to Michigan public school employees. This reduces still further the amount in the pension fund available for the employer's share of the pension program. *This is the situation which needs the most attention and should be corrected.*

Following is the financial statement of the Michigan Public School Employees Retirement System as of June 30, 1961:

Retirement System Assets

Cash	$ 632,363.62
Investments	187,890,167.69
Accrued interest receivable	895,727.69
Furniture and fixtures	20,184.67
Prepaid expenses	449.72
Total Assets	$189,438,893.39

The cash figure listed above is a nominal amount representing about one-half of one month's cash outlay for refunds and retirement allowances alone. This balance is kept as small as possible in order to provide the greatest interest earnings possible by investing in interest-bearing securities.

The *investments* of the retirement system consist of:

- U. S. Government bonds and Treasury bills totaling $88,940,050.
- Michigan school district bonds totaling $37,876,000. In addition to being a good investment for the retirement system, the school district bonds purchased have aided many Michigan school districts in their building programs by providing the cash and by making a better market available from other investors.
- Mortgages on multiple dwelling units, mainly in Michigan, totaling $61,074,117. These mortgages are guaranteed by the Federal Housing Authority.

The average interest yield on the investments of the system is 3.668 per cent. This compares with 3.389 per cent at June 30, 1960. The yield is gradually increasing because the more recent investments are being made with an interest rate of between 4.25 and 5 per cent and, occasionally, more than 5 per cent.

The *accrued interest receivable* account shows the amount of interest earned on investments but not yet received as of June 30, 1961. This is interest from the last interest date paid, up to June 30, 1961. *Furniture and fixtures* account shows the value of retirement office furniture and equipment. It is the value of those items less depreciation. *Prepaid expenses* account shows the unused portion of annual service contracts on equipment as of June 30, 1961.

Reference to the November, 1960, *MEA Journal (p. 256)*

shows that retirement system liabilities are reported on a different basis this year. This is being done in the hope of presenting a factual picture which will be clear to school employees. Persons have been mislead in the past by the division between retirement system liabilities and retirement system reserves. In some instances the erroneous conclusion has been drawn that, if there is a reserve, there is a balance beyond what is needed to meet the requirements of the system. Such a balance has been construed as a surplus. There is a vast difference between a balance and a surplus. A man with $10 in his jeans has a cash balance. If he owes $1,000 he does not have a surplus.

Retirement System Liabilities

Accounts Payable		$ 11,134.84
Warrants Outstanding		707,354.16
Undistributed Investment Income		3,158,700.82
Annuity Accumulation Fund:		
Accrued Liabilities	$112,513,142.53	
Unfunded Accrued Liabilities	0.00	
Funded Accrued Liabilities		112,513,142.53
Annuity Reserve Fund:		
Accrued Liabilities	$ 10,882,866.93	
Unfunded Accrued Liabilities	0.00	
Funded Accrued Liabilities		10,882,866.93
Pension Accumulation Fund:		
Accrued Liabilities—		
Retired Persons	$130,970,777.00	
Accrued Liabilities—		
Active Members	355,833,515.00	
Total Accrued Liabilities—		
Pension Fund	$486,854,292.00	
Unfunded Accrued		
Liabilities	424,688,597.89	
Funded Accrued Liabilities		62,165,694.11
Total Liabilities		$189,438,893.39

▸ **Accounts payable** reports supplies and services received by the retirement system for which payment had not actually been made on June 30, 1961.

▸ **Warrants outstanding** represents payment for supplies, services, refunds, and retirement allowances for which payment has been made by state checks, but which had not yet been presented to the state treasurer for payment.

▸ **Undistributed investment income** is the amount of earnings from investments of the retirement system which have not been transferred to individual accounts. Distribution is made as of Dec. 31 each year. In 1960 the retirement board authorized the transfer of any unused balance in this account to the *pension accumulation fund* to bolster that fund as much as possible. This authorization by the board resulted in a total transfer of interest to the *pension accumulation fund* in the 1960-61 fiscal year of $7,381,799. The retirement law provides that the board shall set the rate of interest at not less than one per cent nor more than three per cent to be distributed to members' accounts. Each member's account, by board action, is being credited with 2½ per cent interest compounded annually. This interest comes from the investment earnings of the retirement system.

▸ **Annuity Accumulation Fund** is the fund where members' contributions are placed and kept at interest until the person leaves school work and either receives a refund or a retirement allowance. This fund is kept actuarially sound because members contribute to it, and interest accumulates in it at the rate prescribed by law. It has sufficient dollars to meet every dollar of expenditure that will be required from it. There are no unfunded accrued liabilities in the *annuity accumulation fund.* Only two types of payments are made from this fund: a refund to persons who leave public school work before qualifying for a retirement allowance, and a transfer to the annuity reserve fund for persons who qualify for a retirement allowance. The money in this fund can not be legally used to make any other kind of payment.

▸ **Annuity Reserve Fund** is another fund that is completely actuarially sound. Into this fund are transferred the accumulated contributions of all school employees who have qualified and applied for a retirement allowance, including both their own contributions and the interest earnings on those contributions. From this fund is paid the employee's share of his retirement allowance. Because there is a dollar in the fund for each dollar of liability, there are no unfunded liabilities in the *annuity reserve fund.*

▸ **Pension Accumulation Fund** is the fund into which the state of Michigan, as the employer, pays appropriations to cover the state's share of retirement allowances for public school employees. This state appropriation, mostly from sales tax receipts, is the principal source of income for the pension fund. Other sources of receipts include repayments of refunds and payments for out-of-system service. These are very minor. Expenditures of the pension fund are for retirement allowances, refunds, administrative expenses, transfers to other state funds, and employer's social security taxes. As shown by the statement, the pension fund on June 30, 1961, had a balance of $62,165,694 as compared with $123,396,009 in the members' funds at that time.

The pension fund has two chief responsibilities. The first is payment of retirement allowances for persons already retired. The second is assurance that persons now in active school service will receive their retirement allowances as promised. As of June 30, 1961, the retirement system should have had $130,970,777 in the pension fund for investment at interest to assure persons already retired at that time that there would be sufficient money in the fund to pay their allowances for the remainder of their lifetimes—regardless of anything that might happen to the retirement fund by reason of economic conditions in the state or country, or because of future legislative appropriations or lack of them. If this were the only responsibility of the pension fund, it would have less than one-half as much money as is needed to take care of this one objective.

There is a still greater responsibility of the fund to active members who will retire in the future. This responsibility, if it were financed, would call for an amount of $355,833,515 as of June 30, 1961. If the entire amount in the pension fund is applied to persons already retired, then all of the liability for persons who are not yet retired is unfunded and does not have one cent in the pension fund to match the members' payments. Applying the total in the pension fund to the combined liability for persons both retired and active shows that the fund has 12.76 per cent of the financing it should have to be actuarially sound. This means that for

every dollar the system is obligated to pay, less than 13 cents is available. The liabilities shown take into consideration only the service of persons already retired and the accrued service up to June 30, 1961, for those persons who have not yet retired. It does not include the additional liability for future service of persons now actively employed.

This retirement system has never been financed on an actuarial basis, although it was set up as an actuarial system. It appears very unlikely that, in the near future, it will achieve even the limited actuarial soundness which would provide sufficient financing to meet the liability for persons already retired and keep it on that basis from year to year. This limited financing certainly should be the very least that the retirement system should have.

There is reason to support a concept that pension fund balances should first be applied to the liability for active school employees and not to the liabilities for persons already retired. The percentage of payroll (7½%) which is currently appropriated for the retirement system comes reasonably close to supporting the present retirement and social security programs on a current service basis. The additional percentage needed by the system is due to unfinanced prior service (mostly before July 1, 1945).

Technically, these items should be covered by an additional appropriation or an increased appropriation from the state of Michigan. The current appropriation is directly tied in to current tax receipts and is based on current school district payrolls. It is a diversion of state school aid to provide a deferred income after retirement to school employees. While no active school employee would object to the use of such current appropriations for the payment of allowances to persons already retired, it is obvious that lack of financing from 1917 to 1945 is throwing the burden completely on current taxpayers and diverting money which would otherwise be available to current school employees.

It will be noted that the available amount in the *pension accumulation fund* has increased from $37,749,214 on June 30, 1960, to $62,165,694 on June 30, 1961. This would seem to be a tremendous increase in one fiscal year and worthy of some explanation. Of the total increase of $24,416,480, only $9,605,002 is the result of current year's cash income over current year's cash expenditures. The larger portion of this increase is due to the following items: a) a one-time transfer, ordered by the retirement board to bolster the inadequate financing of the pension fund, of $2,430,121 from the general fund and $7,381,799 from *undistributed investment income;* and b) appropriation allotments of May and June, 1960, of $4,999,558 which were not turned over to the retirement system until August, 1960. These items are not repeat items. The general fund was the balance left in the old teaching and non-teaching funds July 1, 1945.

The retirement system has, after July 1, 1945, paid out much more than this balance and is still paying out refunds from the old teaching and non-teaching systems. The undistributed interest transferred was an accumulation from July 1, 1945, through Dec. 31, 1960, of earnings on investments in excess of the rate required to be paid on individual's accounts. The greatest portion of this interest was earned by investing contributions of school employees now in active service. It should be noted that, even with the total increase of $24 million, the liabilities of the system have increased even more. In other words, despite the additional amounts the retirement board has dredged from every available source, even for this one year increased liabilities have exceeded the increased financing. The following table shows an estimate of the main factors in the financing of the retirement system for the next six years:

Year	*Total Anticipated Income*	*Pension Payments*	*Employer's S.S. Tax*	*Other Costs*
1962	$38,592,326	$13,316,392	$12,669,467	$278,000
1963	42,371,059	15,968,392	15,097,264	283,000
1964	44,941,522	18,992,392	16,258,114	288,000
1965	47,652,713	22,412,392	17,883,925	293,000
1966	50,338,075	26,252,392	21,077,196	298,000
1967	53,131,155	30,536,392	22,482,075	303,000

In the above table, estimates were made on the basis of present information and past experience. Annual increases in estimated school district payrolls have been considered. These also, of course, result in greater payments for retirement allowances and employer's social security taxes. It is a fallacy to believe—simply because school district payrolls increase—that a fixed percentage of these payrolls will in perpetuity finance the cost of the system. At the present time the income of the system is fixed at 7½ per cent of payroll while the costs of the system increase without such a limitation.

What Are the Conclusions?

The retirement system's cash position has improved during the last 16 years. It is anticipated that the cash position will continue to improve for the next five years, as indicated by the schedule above. This does not tell the entire picture. The liabilities of the fund are increasing annually, even just for persons already retired, at a greater rate than the cash picture is improving. This means that liabilities are growing much faster than assets. By 1967 or 1968, unless financing improves, an eating away of reserves to meet current cash outlay can be expected. This will very quickly deteriorate any balance in the system.

This means that school employees, officials, and all persons connected with education should seek to improve the present financing of the fund. This should be done by making the Legislature aware of the need for more adequate financing. This should not wait until 1967 or 1968. Each year of delay means postponement of meeting this problem, which will be very costly to future taxpayers and may result, if the burden becomes too great, in a curtailment of retirement benefits.

Persons already on retirement who are receiving low allowances should by all means be granted increases in those allowances if such increases can be financed by additional current appropriations, and only to the extent that they are so financed.

The present benefits and increases in benefits, other than increases to minimum allowances to persons already retired, should be carefully studied and weighed in relation to their anticipated cost and method of financing.

It is obvious that the attention of the retirement system and its members should be focused primarily on achieving a much greater degree of financial security for the system than it now has. Failure to do so must eventually result in disappointment for school employees who are basing their later security on the promises in the retirement law. ✦

TOPICS

Appointments

Ash, Robert D., Berrien Springs H.S. principal, to principal of Cadillac H.S.

Bloniarczyk, Gertrude, a teacher at Merrill Park elementary school (Saginaw), to principal of Jerome school, same system.

Brookens, Glenn, Coleman superintendent, to Marlette secondary principal.

Carman school district (suburban Flint) appointments include: Dr. Jerry J. **Herman,** co-ordinator of curriculum and research; Herbert **Palmer,** principal of Ainsworth H.S.; Rudolph H. **Mora,** principal of Mandeville Jr. H.S.; William **Christofferson,** principal of Dye Jr. H.S.; and Philip H. **Mosescu,** principal of Utley Jr. H.S.

Clark, Alfred, Portland secondary principal, to Thornapple-Kellogg (Middleville) principal.

Cochran, Dr. John R., co-ordinator of secondary education, to assistant superintendent of Kalamazoo public schools.

Coe, Joseph, to Perry elementary principal.

Culbert, Thomas, to Novi superintendent.

Currie, Donald M., assistant superintendent of Royal Oak schools, to superintendent, same system, effective July, 1962.

Dearborn public schools appointed Paul E. **Johnston** to director of personnel and organization, and Woldermar H. **Nikkel** to assistant superintendent for business services.

Ecorse's board of education approved the following appointments: Clementine **McCauley,** principal of Outer Drive elementary school; Magnus **Meier,** principal of School Two; and Albert **Drouillard,** principal of School One.

Egan, James, DeWitt H.S. principal, to Brown City secondary principal.

Ferndale appointees include the following: John D. **McGregor,** principal of Ferndale H.S.; Ivan E. **Garske,** principal of Lincoln Jr. H.S.; Hugh G. **Ferguson,** principal of Wilson school; and John E. **Hastings,** director of elementary instruction.

Five University of Michigan school of education faculty members received promotions recently. Named full professors were Lester W. **Anderson** and C. Robert **Hutchcroft.** New associate professors are Finley **Carpenter,** Joseph N. **Payne,** and Earle F. **Zeigler.**

Gray, James, Leslie H.S. teacher, to Springport H.S. principal.

Hazel Park appointments include Thomas **Lillie,** principal of Hoover elementary school, and Dwight **Williams,** principal of Wanda school.

Hatch, Raymond N., assistant dean for off-campus affairs, Michigan State University college of education, will head MSU's advisory group at the University of Ryukyus, Okinawa.

Hegedus, Robert G., Niles teacher, to Three Oaks elementary principal.

Hop, Frederick, Marysville teacher, to principal, Mason consolidated schools, Erie.

LeClair, Lowell, Albion elementary principal, to Washington school principal and elementary supervisor, Calumet public schools.

Litchfield community schools appointments include: Robert **Swartz,** superintendent, and Charles **Draper,** H.S. principal.

Lynch, Richard F., Milan H.S. librarian, to Ubly principal.

Mason, Milford, to principal of Clarkston H.S.

McAdams, Gerald, Eastern Michigan University assistant professor of education, to principal of the Dalrymple school, Albion.

McCorry, James, Cassopolis teacher, to Mattawan principal.

Nauyokas, Frank, to Stephenson elementary principal.

Nichols, Robert H., to principal of John Allen school, Ann Arbor.

Paronto, Floyd H., principal of the Carney-Nadeau school, to superintendent of Mellen township public schools.

Peake, Ray, Hillsdale teacher, to administrative assistant to the superintendent, same system.

Ralph, Jean, Farmington teacher, to principal of Ten Mile elementary school, Farmington.

Shea, Robert J., a teacher in the Flushing community schools, to superintendent of Allouez township schools.

Sherry, Henry W., secondary principal at Mattawan, to principal of Gwinn H.S.

Simonds, John W., Bad Axe superintendent, to Heintzen (suburban Detroit) superintendent.

Smith, Billie, Willow Run teacher, to principal of Kaiser elementary school, same system.

Smith, Dr. Roderick J., former president of Spring Arbor College, to superintendent of Dearborn township No. 8 schools.

Spencer, Eugene N., superintendent of Standish-Sterling schools, to Clawson superintendent.

Two Dearborn #8 teachers have been appointed assistant principals at Roosevelt Jr. H.S. and Robichaud H.S. They are John **Parfitt** and Robert **Beckman,** respectively.

Telgenhoff, George, to Breckenridge superintendent, following the death of newly-appointed superintendent Earl **Peterson.**

Waldron appointees include: M. C. **Patrick,** principal, and Arlow **Welling,** superintendent.

Young, David J., Potterville high school principal, to Henrietta superintendent.

Retirements

Andrus, Vera, chairman of the social sciences department, Port Huron Junior College.

Chase, Ruth, teacher in the Fairgrove, Essexville, and Bay City school systems for 41 years.

Conklin, Edmund M., Hamtramck school superintendent.

Emmons, Owen A., Cooley H.S. (Detroit) principal.

Eyler, Loren E., Airport community schools superintendent.

Haight, Floyd, head of the Dearborn H.S. history department, and his wife, Mary Dietrich **Haight,** head of business education and placement, same school.

Hodges, Zae, a teacher at Lakeview H.S.

Hoffman, Claudia, a teacher in the Rock community schools.

Hull school's faculty (St. Joseph) lost two teachers to retirement: Mrs. Marguarite **Brown** and Mrs. Alice **Kaiser.**

Jackson, Stella, a teacher in the Caro community schools for 42 years.

Leavesley, Ethel, Bad Axe elementary teacher for 27 years.

McCarty, Iris, a teacher at Everett H.S., Lansing.

Momany, Murl, assistant superintendent and business manager of Lakeview schools.

Nesman, Albert N., East Jordan teacher.

Penhale, Maude, first grade teacher in Stark school (Livonia).

Rice, Mabel, Lakeville H.S. teacher.

Seipp, Vera, Windemere school (suburban Lansing) teacher.

Sperry, Zena M., principal of Grant elementary school (Livonia) for more than 37 years.

Stewart, Lucile, Mount Clemens H.S. teacher for 32 years.

Two Richmond teachers, Alice **East** and Jennie **Wonacott,** retired in 1961. Mrs. East taught for 50 years in local Richmond schools, Mrs. Wonacott for 27 years.

Wooten, Margaret, a Muskegon teacher for 35 years.

Resignations

Boersma, Dell, Lakeshore principal.

Erickson, Rutger, Central school (Ironwood) principal.

Hobbs, Max E., principal of Burr Oak H.S.

Klinesteker, B.J., principal of Byron Center H.S. for the past 16 years.

Kruzel, Paul, Bangor H.S. teacher for seven years.

Sherry, Henry W., principal of Mattawan H.S.

Smith, Dr. Roderick J., president of Spring Arbor College.

Honors

Gannon, Walter, Oak Park Clinton Jr. H.S. teacher, studied modern mathematics at Wayne State University under a National Science Foundation grant during the past summer.

Isbister, Russell, Plymouth superintendent, was elected president of the Michigan Schoolmasters' Club. He succeeds Everett **Phelps** of Wayne State University.

Muyskens, Gerritt, a member of the MEA for 41 years, and a chemistry and physics teacher in Mt. Pleasant schools for the past 37 years, received a 40-year MEA membership pin recently. Muyskens has served on the MEA's board of directors and the asso-

ciation's Publications Commission.

Sharer, Robert, associate professor and assistant to the director of the Continuing Education Service, Michigan State University, is the new president-elect of the Adult Education Association of the United States.

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Ayre, John L. (Mrs.), 67, retired Flint teacher (July 25).

Chapin, Gladys Thibaut, retired Big Rapids teacher (June 30).

Dorr, Edna, 84, retired Jackson teacher (July 28).

Eubanks, Robert W., 31, West Jr. H.S. (Lansing) teacher (July 31).

Fern, Miriam, 56, a teacher at the Scotts school, Scotts-Climax school district, Kalamazoo county, (Aug. 25).

Hall, Richard L., 30, Charlotte H.S. teacher (July 25).

Harper, Florence M., 87, retired Grand Rapids teacher (August 8).

Hill, Mrs. Helen, 66, Detroit adult education instructor (July 7).

Hosmer, Warren H., 71, retired Lansing school teacher (July 18).

Jarvela, Hilia A., 69, former Republic teacher (July 24).

Kuiper, B. K., 84, retired Calvin College (Grand Rapids) professor (July 21).

Lincoln, Esther E., 82, retired Harbor Beach H.S. teacher (July 20).

Logan, Jennie B., 90, retired primary supervisor of Bay City public schools (July 20).

Lowell, Cornelius D., 68, drafting department head at Wilbur Wright H.S., Detroit (July 24).

Mackie, Agnes H., 73, retired Detroit teacher (July 23).

Marsh, Lettie A., 85, retired principal of five Grand Rapids elementary schools (Aug. 9).

Moore, Victor M., 52, Manton consolidated schools principal (July 20).

Morse, Anna Helen, former Sault Ste. Marie school teacher (July 18).

Peterson, Earl, 57, newly-appointed Breckenridge superintendent (July 3).

Pinnock, Joseph, 71, retired principal and superintendent of Mackenzie H.S. (Detroit) for 43 years (July 15).

Scholl, John E. K., 42, South Haven H.S. teacher (Aug. 9).

Sievewright, Agnes C., 65, teacher and principal in the Detroit schools for more than 40 years (July 23).

Sowden, Anna G., retired Detroit teacher (July 13).

Stauffer, Clare C., 62, retired Vestaburg superintendent (Aug. 11).

Tyler, Quinn, 32, professor of art at Eastern Michigan University (Aug. 2).

Wells, Brenden G., 64, Arthur Hill H.S., Saginaw (July 9).

Annexations

Barryton, Remus, Mecosta, and **Weidman** school districts electors defeated a proposal July 21 which would have combined the four districts.

Dorr school electors annexed their district to **Belding** community school district, 22-19.

Fennville and **Saugatuck** school electors defeated a proposal to merge those two districts in a special election July 14.

Monroe school district #4 recently annexed to the **Portland** district.

Pleasant Hill voters defeated a proposal to annex that district to the **Lake Section** community school district 36-16.

Shippy (Bloomfield #1) school electors agreed July 10 to annex to **Manton** consolidated school district.

Utley, Hoover, and **Dye** school districts voted July 10 to annex to the Carmen (suburban Flint) school district.

Millage Issues

Centennial school electors (Burtchville township) voted 23-3 to pass a 3.5-mill operating levy on July 10.

Howard City residents in mid-July approved a three-mill operating levy.

Hull school district (near Benton Harbor) voters approved a four-mill operating levy 193-104 on July 10. It was the third attempt to secure the needed additional funds.

Livonia school electors, by a near 2-1 margin in mid-August, approved a school tax increase of 3.5 mills for operations. A similar proposal was defeated two months earlier.

Moran, Brevort, and **Newton** township voters (Mackinac county) all approved one-mill levies for operation in their respective school districts.

Bond Issues

Auburn and **Forest** school districts (Bay county) both approved $22,000 bond issues for classroom construction in mid-July. In both instances the move preceded annexation to the Bay City public school district.

Bangor school voters rejected a $920,000 bond issue by a 5-3 margin Aug. 15.

Carson City voters approved a $130,000 bond issue for an elementary school addition 196-118.

Tawas area school voters defeated a three-mill-for-five years tax proposal which would have yielded $390,000 for school construction.

New Schools

Bertha Neal community school (**Durand**) was dedicated May 22.

Onekama consolidated schools' new addition was dedicated July 23.

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Experts List Guidelines For Programed Learning

¶ While teaching machines and other self-instructional devices are being used experimentally in many school systems, authorities say there is a mountain of misunderstanding even in educational circles as to what these devices actually are, how they work, and what can be expected from them.

To clear up some of the misunderstandings and to provide guidelines for those concerned with the newer teaching tools, a joint statement has been issued by a committee of representatives of three major organizations: the American Educational Research Association, the American Psychological Association, and the NEA Department of Audio-visual Instruction. The statement is as follows:

"The use of self-instructional programed learning materials in teaching machines and similar devices represents a potential contribution of great importance to American education. But this contribution can be realized best only if users have information with which to evaluate self-instructional materials. Accordingly, the following interim guidelines have been prepared.

"1) Teaching machines do not, in themselves, teach. Rather, the teaching is done by a program of instructional materials presented by the teaching machine. Any evaluation of a teaching machine thus requires an assessment of the availability and quality of programs for each type of machine, as well as its mechanical dependability.

"2) A variety of programed materials is becoming available, but not all programs will fit all machines. Thus only those programs compatible with a particular machine can be considered as available for use with it. A list of commercially available programs and devices may be obtained from the Department of Audio-visual Instruction, NEA, 1201 16th St., NW, Washington 6, D. C. (cost 50 cents).

"3) In evaluating the specific content which a self-instructional program purports to teach, the program can be examined to determine what the student is required to do and whether this reflects the kind of competence which the educator wishes to achieve. Like other educational materials, programs labeled with the name of a particular subject matter vary widely with respect to content and instructional objectives.

"4) Just any set of question-and-answer material does not constitute a self-instructional program. One type of self-instructional material proceeds by small steps requiring frequent responses. These steps can be examined to see if they embody a careful, logical progression of the subject matter. Items in such a program are designed so that the student will respond to the critical aspects of each item or will perform the important operation which that item was meant to teach. Furthermore such programs generally provide a wide range of examples illustrating each principle or concept.

"5) Self-instructional materials are designed to adapt to individual differences by allowing each student to proceed at his own rate. Some types of self-instructional programs further adapt by branching to alternate material. For this purpose, questions are designed to diagnose the student's needs and to provide alternate material suited to these needs. The material is designed so that the choice of answer to a particular question determines which items will be presented next. Incorrect answers take the student to items containing information designed to correct the error before continuing through the sequence.

"6) An important feature of almost all self-instructional materials is the record of the student's responses which provides a basis for revising the program. The prospective purchaser should ask about the extent to which revision has been based on student response and how the preliminary tryout was conducted.

"7) The effectiveness of a self-instructional program can be assessed by finding out what students actually learn and remember from the program. The prospective purchaser should find out whether such data are available and for what kinds of students and under what conditions the data were obtained.

"8) Active experimentation with self-instructional materials and devices in school systems is to be encouraged prior to large-scale adoption."

This special committee consisted of 10 persons. Representing the AERA were Arthur Lumsdaine (chairman), UCLA; Robert Glaser, University of Pittsburgh; Evan R. Keislar, UCLA; and Harry F. Silberman, System Development Corp. Representing the APA were Richard Crutchfield, University of California at Berkeley; James G. Holland, Harvard University; and Lawrence M. Stolurow, University of Illinois. Representing the NEA Department of Audio-visual Instruction were Jack Edling, Oregon College of Education and USOE; Edward B. Fry, Loyola University (Los Angeles); and Wesley Meierhenry, University of Nebraska.

Will Books Be Obsolete? Educators Say They Won't

¶ Will books be obsolete in the automated classroom of tomorrow? *Not at all.* The true revolution of the next few years may come not from radical innovations in education, promising as some of them are, but from more effective use of books in the classroom.

The place of the book in education, especially in relation to new trends in classroom practice, is discussed in the pamphlet *Books in the Schools*, published by the American Book Publishers Council. In one chapter, Francis S. Chase, dean of education at the University of Chicago, says that we have left the kind of world in which the teacher's chief function was to convey information.

"The school composed chiefly of classrooms is obsolete," Dr. Chase writes. "In schools of the future, upwards of half the student's time may be spent in the library, in the science laboratories, or in other workrooms where he can search for knowledge, analyze data, reflect upon the ideas he is encountering and put his hunches and conclusions in writing."

Furthermore, Dr. Chase adds, the most educational things students can do in high school very often fall into the category of what many observers would call wasted time. Yet—"just sitting and reading is a marvelous way for an adolescent to use up an afternoon."

Dr. Lambert Suggests Way To Get Superior Teachers

¶ A leading educator suggested recently that superior students—those in the top 15 or 20 per cent bracket—might be able to complete their schooling in 10 years instead of the time-honored 12 . . . and thus save the taxpayers some money that could then be spent on superior teachers.

Sam M. Lambert, director of the NEA Research Division, noted at a recent conference that for as long as he could remember most schools have held the concept that it should take 12 years to move children from the ABCs through Chaucer. This is the way, he said, "we organized back at the turn of the century and we haven't changed very much."

Suppose, he said, that five per cent of our first-graders are bright enough to get through school in 10 instead of 12 years. The first grade enrollment in 1959-60 was a little over 3.7 million children. Five per cent of that is 185,000. Two years less time for them at present costs per pupil (which runs about $442) would save $163.5 million.

Dr. Lambert would use that money to get superior teachers—teachers with master's certificates. The $163.5 million

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Roy P. Munter, *Michigan representative*

would be enough to finance annually the difference between traditional starting salaries and the salaries needed for teachers with six years of preparation.

Search Begins to Find Symbol for Education

¶ The story of education in America will be presented at the New York World's Fair of 1964-65 in dramatic fashion giving an emphasis to education on a scale that far surpasses any international exhibition in recent history.

Planned is a handsome pavilion to be erected on an attractively landscaped site in a central area of the fair grounds. At the entrance to the Hall of Education will be a symbol, in sculpture or some other art form, depicting the past, present, and future direction of education.

The search is now on for the design for that symbol, and any educator in America (except officers and staff of the NEA) is eligible to compete. First award is a trip around the world via Pan American Airways as a member of an NEA travel tour. A second award will be a nationwide air tour culminating in a visit to the fair and five other runners-up will be flown from their homes to New York to visit the fair. NEA is co-operating with sponsors of the Hall of Education in conducting the search.

After the winning idea has been selected, the sponsoring committee will commission an artist to execute it. Entries, which must be submitted on or before Feb. 28, must include a typewritten description of the proposed symbol and a rough sketch of it. The idea, and not the artistic quality of the sketch, will be the determining factor. Entries must be on one side of a sheet of paper measuring 8½ by 11 inches and should include the name, address, and educational position of the contestant. They should be sent to the Hall of Education, Symbol Search, International Fair Consultants, 10 Columbus Circle, New York 19.

The Hall of Education will seek to tell the story of learning in all its forms and the applied principles of universal education in a democratic society. It will feature the "School of Tomorrow." Provision will be made for integration of individual study areas, seminars, regular classrooms, lecture halls, multi-purpose rooms, and the various specialized facilities. Many of these will be in actual operation during the fair, with visitors permitted to view the operation through one-way mirrors or closed circuit TV.

President Kennedy Signs Bill to Aid Deaf Pupils

¶ Thousands of deaf children throughout the country will receive help for the first time in adjusting to their handicap, under legislation signed last month by President Kennedy. The new two-year program authorizes a total of $3 million for scholarships and direct assistance to colleges and universities specializing in the training of teachers to work with deaf children. The program will provide training for about 700 teachers.

Congress has authorized a supplemental appropriation of $1.5 million for operation in the first year. The U.S. Office of Education, which will administer the program, estimates that there are 35,000 deaf school-age children in this country. At least 8,000 of them are receiving little or no special training to help them adjust to their world of perpetual silence. Many of the other 27,000 are receiving inadequate training.

The main reason for this neglect is that there simply are not enough specially trained teachers to give these youngsters the guidance and training so essential for them. In all, there are only about 2,700 teachers trained to work effectively with deaf children. Only about 150 to 200 teachers are being trained for this purpose each year. Estimated need is for 500 a year.

Under the new program, about 360 teachers will begin or complete their training during the next academic year and 340 the year after.

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NEWS FROM MICHIGAN

TEACHER TO TEACHER. Some 1,300 pounds of teaching materials were delivered Sept. 25 to the Grosse Ile naval air station for shipment to teachers in Panama. Donated as part of the Michigan Department of Classroom Teachers' "teacher-to-teacher" program, the materials will be used in 11 Panamanian schools. Arrangements for the transportation and distribution of the supplies were made through co-operation of the U.S. Information Agency, the U.S. embassy, the Panamanian government, and the chairman of the Navy's "people-to-people" program. From the left above are Capt. Arthur J. Schultz, commander of the downriver base; John Carlson, MEA field representative for Region 1; and Richard Wirth, representing the MDCT.

Kellogg Grant Provides Community College Aid

¶ Fellowship in community college administration will be available again this year from the co-ordinating council of the Midwest Community College Leadership Program. Supported by a grant from the W. K. Kellogg Foundation, this co-operative program operates through Wayne State University, the University of Michigan, and Michigan State University.

Fellowships in amounts ranging up to $3,000 annually are available at each of the three universities. The program offered by these institutions co-operatively and individually includes doctoral and post-doctoral studies. Seminar, workshop, and conference experiences are arranged for practicing administrators, with internship experiences constituting an important element of the program.

Applicants for the doctoral program and the available fellowships should possess at least the master's degree. An important consideration will be the specific plan of the applicant to make community college administration his professional goal. Applicants will be required to meet such specific requirements for programs as are established by the institutions.

Applications are due Feb. 1, 1962. Interested individuals should write to Dr. George L. Hall, director, Midwest Community College Leadership Program, 3032 Rackham Building, Ann Arbor.

Colleges Face Grim Job Filling Teaching Posts

¶ Colleges across the country face "rather grim" prospects in their search for teaching staffs to handle the enrollment surge of the 1960's, a new University of Michigan report declares.

Even with increased financial support, finding faculty manpower will prove a severe problem. Its origins can be traced to the low birth rates of the Great Depression and World War II. Other important factors are the post-war "baby boom" and the steady rise in the proportion of youths attending college.

Together, these changes have radically altered the supply of potential young college teachers. In 1940, for example, Michigan had nearly 14 people aged 25 through 34 for every student enrolled in college. Even those with higher degrees experienced some difficulty obtaining jobs with colleges and universities.

By 1960, this ratio was cut in half. For every student enrolled in college, Michigan had about six people aged 25-34. The supply of new faculty members was limited, and colleges began to feel the manpower pinch. The coming decade may well see the ratio cut in half again. By 1965, the state may have only four people aged 25-34 for every one enrolled in college. By 1970, the figure could drop to three, or below.

Michigan's problem is by no means unique. As the author of the study, Dr. David Goldberg, puts it: "Michigan will not be in the position of 'borrowing' faculty from other states, since the condition of faculty scarcity will be a national phenomenon. Although there is some room for improving the efficiency of instruction at institutions of higher education, we cannot expect the problem to be solved by the development of new methods or new technological aids. Nor should we lose sight of the fact that a large share of the activities carried on at universities are not instructional. Certain technological developments will create a demand for more rather than less manpower in research and many of the non-teaching areas."

Dr. Goldberg is an assistant professor of sociology and program director in the U-M Institute for Public Administration. Copies of his report, titled *College Enrollment Potential in Michigan, 1960-1975,* may be ordered at $1 each from the Institute for Public Administration, U-M, Ann Arbor.

Grants from HEW and NSF Aid MSU Research Studies

¶ The Michigan State University board of trustees accepted $1.2 million in gifts and grants Sept. 22. Grants totaling $471,274 came from the Department of Health, Education and Welfare, and $260,795 came from the National Science Foundation.

Dr. Gregory A. Miller, associate professor of education, is in charge of a $108,321 grant from the Office of Vocational Rehabilitation, HEW. The grant renews for the sixth year a program to prepare counselors to work with handicapped persons. With 35 graduate students participating, it is the largest of such programs being sponsored by the federal government at 31 colleges and universities.

The Co-operative Research Bureau, HEW, granted $57,357 for a continuation of research on images that students have of various occupations. The study is being conducted by Dr. Donald D. O'Dowd, dean, and Dr. David C. Beardslee, associate professor of psychology, both at MSU-O.

Dr. Herbert J. Oyer, director of the speech and hearing clinic, is in charge of two grants totaling $28,269 from the Office of Vocational Rehabilitation, HEW. The grants provide graduate training and instruction in speech pathology and audiology.

A state-wide study of vocational education will be continued by Drs. Wilbur B. Brookover and Lawrence Borosage, professors of education, through a $25,000 grant from the Division of Vocational Education of the Michigan Department of Public Instruction.

A $23,351 grant from the U.S. Office of Education, HEW, will be used by Dr. Frank A. Pinner, director of the bureau of social and political research, for a pilot study on citizenship of high school students.

For the second year, outstanding scientific talent from Michigan universities and colleges will be available for special lectures and one-day visits to Michigan high schools under a $20,895 grant from NSF.

SUGGESTIONS we hope prove helpful

FOR PIONEER UNIT

Community loans—many valuable antiques—make thrilling pioneer exhibit as told by Kathryn Seville in the Indiana Teacher magazine. Digest of article, below

Citizens lend their prize antiques (even collectors' items) to our 6th grade for our annual pioneer exhibit. Some items are over 100 years old. Appreciation of our heritage is stressed in this unit of work. Although part of English studies, it combines social studies, art, music, and some arithmetic.

Before first item is borrowed, there is class discussion about need for careful handling, importance of dependability, and respect for the property of others.

For our 9th exhibit 400 items were loaned. As each is brought in by a pupil, two committees start to function. Meticulous records give history of item and names of pupil and lender.

These records are basis of pupils' 48 page mimeographed catalog. Numbers help visitors quickly to identify the antiques.

When exhibit is arranged, part of English assignment are letters to other teachers and classes and invitations to lenders, parents and relatives. Pupils write script.

Theme of program usually comes from some item or unusual antique loaned. Once it came from etchings of early Americans and included songs and verse about Washington, Benjamin Franklin, Noah Webster, Francis Marion.

Items exhibited have ranged from 400-year-old arrowhead to spinning wheel, samplers, 108-year-old cradle, McGuffey reader, coverlets, battle flags, old candle mold, and 1812 sword.

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✓ **Prepared lessons** and visual aids suited for elementary and secondary use are available from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. Write for details.

✓ **Color Materials for Art Education in Schools.** Now in a revised edition, this booklet provides a purchasing guide to satisfactory color, working properties, and durability of materials used in art education. Copies are free from The Crayon, Water Color and Craft Institute, 420 Lexington Ave., New York 17, N.Y. (Enclose a stamped, self-addressed envelope and ask for CS-130-60.)

✓ **Goals for Action.** An exhibit illustrating the needs for library services is now available through the Library Administration Division of the American Library Association. Consisting of three panels, each unit is 7′6″ high, 8′ wide and 2′ deep, requiring an 8′ booth as a minimum display area. Each panel is free-standing and requires no tools for assembling. The exhibit (including shipping case, lights, and instructions) is available free, along with copies of a "Goals for Action" pamphlet, from the ALA, 50 East Huron St., Chicago 11, Ill.

✓ **NBC Historical and Informational Films.** More than 40 NBC-TV films, taken primarily from "Project 20" and "Wisdom" television sequences, are now available for school and college use under a joint agreement by NBC Enterprises, the McGraw-Hill Book Co., and Encyclopaedia Britannica Films. All films are 16 mm. For further information, write to McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York 36, N.Y.

✓ **Our Nation's Heritage—The Struggle for Survival.** This 32-page illustrated booklet depicts the epic struggle between the states. Written by three distinguished historians (Thomas R. Hay, Dr. William B. Hesseltine, and William J. Roehrenbeck), the booklet includes capsule biographies of Civil War military leaders and several of Mathew Brady's famed combat photographs. Copies are 50 cents each from the Library and Educational Division, Collier's Encyclopedia, 640 Fifth Ave., New York 19, N.Y.

Under A Nuclear Sword

(*Continued from page* 258)

do, which I thought was very nice. They gave us chocolate milk and cookies. The only thing I didn't like was that the bomb didn't drop on our school like it was supposed to!"

The school's responsibility in disaster preparation begins with preservation of life and welfare; it doesn't end until every youngster has acquired the knowledge needed to deal competently and calmly with any emergency he may face. The latter can only be accomplished through continuous teaching of civil defense principles as they relate to study units at every grade level.

Kalamazoo Prepares Booklet

To insure a consistently sound approach to civil defense education, a special committee of the Kalamazoo public schools, headed by Dr. Theral T. Herrick, director of instruction and guidance, has produced a 12-page teaching handbook, accompanied by a scope and sequence chart relating civil defense to subjects already included in elementary and secondary curricula. The handbook includes a glossary of terms ordinarily used in civil defense instruction, a listing of local resource persons, a bibliography of related publications, and an audio-visual aids list.

Battle Creek public schools, particularly civil defense conscious because both federal and region five civil defense headquarters are located in their city, have adopted a different plan. Curriculum materials, visual aids, hand-out publications, and displays are centrally located and scheduled for use in each school in the system one week out of the year. "Civil Defense Week" finds participating youngsters and teachers engaged in essay writing, poster construction projects, and classroom discussions. Generally, a PTA meeting is scheduled for the same week, with a civil defense program for adults carrying the week's teachings into the homes of youngsters.

These are the preparations that can and are being made. Perhaps disaster will never touch these school systems; everyone hopes it doesn't. Hopes alone, however, are a poor defense.

The possibility of nuclear attack looms constantly in the background. Progress is being made to construct adequate lines of defense through both education and shelter programs. The greatest problem that has faced the OCDM is fast vanishing—apathy. That office reports that requests for information on the construction of fallout shelters has increased during recent months from an average of 400 per month to 6,500 daily.

There are those who say that shelters are useless—that firestorms would destroy the very atmosphere we breathe. There are those who say nine out of 10 Americans could survive a nuclear attack, *if they are prepared for it.* Distinguished scientists support both points-of-view.

Who is right? Nobody knows for sure. This much is clear: As individuals and members of school and community groups, educators have a solemn responsibility to proceed with all possible speed toward the establishment of the best known types of shelter programs. Possible inadequacies in construction techniques and ventilation systems will surely be the subjects of continued research. In the meantime, much knowledge is already ours—*it mustn't be ignored.*

Selected Reference Materials

Annotated Civil Defense Bibliography for Teachers, 90 pp., Supt. of Documents, U.S. Govt. Printing Office, Washington 25, D.C. Copies: 35 cents each.

Civil Defense Education Through Elementary and Secondary Schools, 36 pp., Commission on Safety Education, NEA, 1201 16th St., NW, Washington 6, D.C.

Disaster Protection Handbook for School Administrators, 40 pp., American Association of School Administrators, 1201 16th St., NW, Washington 6, D.C.

The Family Fallout Shelter, 32 pages of how-to-do-it instructions. Copies are 10 cents each from the Supt. of Documents, U.S. Govt. Printing Office, Washington 25, D.C. $7.50 per 100 copies. Also available at your local civil defense office. *Catalog No. Pr 34.759:15*

School Boards Plan for Disaster Problems, 36 pp., National School Boards Association, 1940 Sheridan Rd., Evanston, Ill.

Small Refugees, ■ 14-minute, 16mm, black-and-white sound film telling the story of Pontiac's two-school evacuation-reception exercise. Prints may be purchased for $30 each from General Film Laboratory, Inc., 66 Sibley, Detroit, Mich. ✦

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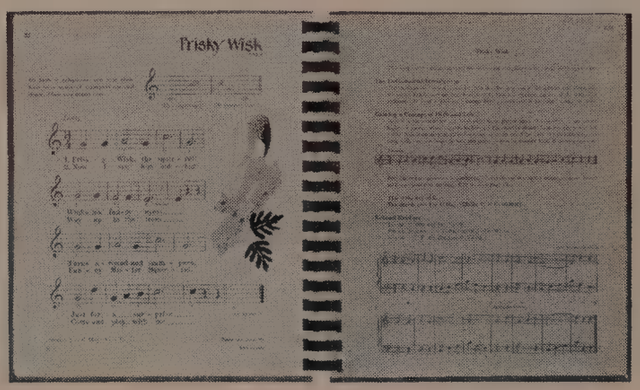
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RECENT PUBLICATIONS

Financing Education for Our Changing Population. This 112-page bulletin is based upon the proceedings of the Fourth National School Finance Conference held April 27-28, 1961, under the sponsorship of the NEA Committee on Educational Finance. The report deals with implications of population growth; income, sales, and property taxes; and new developments in state school finance systems. Copies are $1 each (quantity discounts available) from the Publication-Sales Section, NEA, 1201 16th St., NW, Washington, D.C.

Handbook on International Study. Listing international scholarships, this handbook is prepared in two forms: *Handbook on International Study; For Foreign Nationals* and *Handbook on International Study; For U.S. Nationals.* The newly-revised edition serves as a reference for colleges, universities, libraries, and high schools. Handbooks are $3 each, or $5 for the set. Write to the Institute of International Education, 1 East 67 St., New York, N.Y.

How to Study and Take Exams. This 80-page booklet by Lincoln Pettit, Michigan State University assistant professor in the natural sciences, deals with motivation, study techniques and mechanics, various types of examinations, and the learning process. Copies are $1 each from John F. Rider Publisher, Inc., 116 W. 14th St., New York 11, N.Y.

Research in Industrial Education. This 148-page publication of the U.S. Office of Education summarizes doctoral, master's and staff studies on industrial education conducted between 1956 and 1960. Copies are 60 cents each from the Supt. of Documents, U.S. Govt. Printing Office, Washington 25, D.C.

Studies in Comparative Education: Education in Afghanistan. Published by the U.S. Dept. of Health, Education and Welfare, this 55-page publication offers a wealth of information about one of the world's least known nations—its people, its problems, and its schools. Copies are 40 cents each from the Supt. of Documents, U.S. Govt. Printing Office, Washington 25, D.C.

The Statesman's Yearbook, 1961-62. This revised edition provides 1,720 pages of facts and figures about the world's nations. Includes text and statistics related to government; area and population; major religions; educational, legal, and financial systems; defense; industrial output; communications; weights and measures; and diplomatic representation. Compiled by S. H. Steinberg, copies are $9.50 each from St. Martin's Press, Inc., 175 Fifth Ave., New York 10, N.Y.

SEALED BIDS will be received at the Salvage Dept., Michigan State University, Miles Bldg., 1405 S. Harrison Rd., E. Lansing, until 12:00 noon E.S.T. Nov. 15, 1961, covering the sale of one 1950 flexible bus, 34-passenger, Model No. 218B1-50-29C, serial No. 30041. Bus may be inspected at service garage, east side of football stadium, Monday through Friday, 8 a.m. to 4:30 p.m. Bus to be sold "as-is, where-is". A 10% deposit of amount bid, via check or money order made payable to Michigan State University, must be enclosed in bid envelope. Bid forms available at above address. The right is reserved to accept or reject any or all bids and to waive any irregularities in bidding.

Journal Reviews

Interpreting and Teaching American History. Yearbook of the National Council for the Social Studies. NEA, 1201 16th St., NW, Washington 6, D.C. Order by stock numbers as follows: paperbound edition, #49-023, $4; clothbound, #49-024, $5.

American history, even that beginning with Columbus' voyages, needs to be brought up-to-date, according to this yearbook. New research and interpretations of U.S. history from colonial times to the present day are reviewed in this yearbook by eminent scholars.

The editors, William H. Cartwright and Richard L. Watson Jr., chairmen, respectively, of the departments of education and history at Duke University, explain in their introduction that only 14 years ago the writers of an NCSS yearbook on American history emphasized an understanding of the need for "one world" and for "good citizens" who are tolerant, understanding, and humane. The editors comment:

"These sentiments are as appropriate as they have ever been, but it would be rash indeed to prophesy today that the forces of reason, toleration, and humaneness can hope to win an early victory. We are still living in an age of loyalty oaths, affidavits, and state legislation which threatens to close schools; we still see student faces screwed up in hate because of attitudes which are clearly the reverse of any notion of the brotherhood of man; and those who talked of 'one world' in 1960 are frequently labeled as either naive or hypocritical."

Aim of the yearbook, according to the editors, is not only to encourage critical thinking by the student, but to bring teachers of social studies in the elementary and secondary schools into closer contact with those in the colleges and universities.

Two-thirds of the book was written by historians who do not merely report history but interpret it. There are chapters on establishment of the American colonies, the American Revolution, Jacksonian democracy, the Civil War, the "prosperity decade," the New Deal, World War II and its aftermath, and many others . . . each written in the interpretive vein.

For example, in writing on the "Background of the Civil War," David M. Potter, professor of American history at Yale University, concludes that the vast amount of literature on the subject has one pervasive quality—it is controversial.

"Not only have historians failed to agree as to whether slavery furnished the basic motive for the war or whether it provided a smoke-screen for concealing the basic motives," he says, "they have also disagreed as to the nature of the society of the Old South, the nature of slavery, the motivation and character of the anti-slavery movement, and the interpretation of every link in the chain of sectional clashes which preceded the final crisis. The irony of this disagreement lies in the fact that it persists in the face of vastly increased factual knowledge and constantly intensified scholarly research."

Frank Freidel, professor of history at Harvard University, says in his chapter on the New Deal decade, that President Franklin D. Roosevelt remained fairly consistent in his policies throughout the New Deal. However, some of the President's associates, many of whom wrote books on the subject, went far beyond Roosevelt in their views and accused him of compromising his principles.

The last six chapters of the yearbook suggest various approaches to the teaching of history in elementary, junior and senior high school—organization and content of courses, emphases, and methods. There are also chapters on how the teacher can use geography, community resources, and reading to make history come alive for his students.

In one of these chapters, "American History in the Senior High School," John H. Haefner, professor of social studies education at the State University of Iowa, says that the history teacher must communicate to students "a discernment for history which lies between the Charybdis of blind acceptance of everything the book says, on the one hand, and the Scylla of cynicism, on the other." Teachers also must emphasize, he says, that historical events almost always have multiple causes: "The rise of the common man cannot be explained in one easy lesson or in terms of simple causes."

Nine Mistakes About Testing

(*Continued from page* 266)

Such elements are elusive, but if ever we lose sight of them, the educational process in all its ramifications will become something less than the exciting human enterprise it should always be.

These then are the nine misconceptions which I think most frequently lead to wide misuse of tests and test results. Some of our brasher critics have argued that, since tests are so widely misused, they do constitute a menace to sound education and therefore should be abolished. This argument is specious. It is the same as saying that automobiles should be abolished because they are a menace to human life when reckless drivers are at the wheel. Or it is the same as saying that the manufacture of soap should be prohibited because too many kids use it to mark up store windows on Hallowe'en. Or it is the same as saying that teachers should be abolished because too many of them make psychometric hash out of marks and test scores.

In any case I think it is highly unlikely that tests will be abolished any more than textbooks will be abolished. Too many schools have discovered that, menace or not, they cannot operate effectively without them. Over the last six years, according to the American Textbook Publishers Institute, the number of tests sold to the schools has risen from less than six million to more than 13.5 million.

Clearly tests are here to stay. The problem is not one of doing away with tests and testing but of getting people to use tests intelligently. When this happens, testing will cease to be a mere administrative convenience or, worse still, a burden on the souls of teachers and pupils. It will become an effective instrument for vitalizing the total educational process and for helping to insure that in these days of skyrocketing enrollments the individual pupil will not be lost in the shuffle.

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DATES TO REMEMBER

November

2-3—Region 11 conference, Saginaw.
2-3—Michigan Association for Supervision and Curriculum Development workshop, MSU Kellogg Center, East Lansing.
3—Region 12 conference, Bay City.
5-11—American Education Week.
6-7—Michigan Counselors Association annual meeting, MSU Kellogg Center.
9-11—National Association of Public School Adult Educators meeting, Washington, D.C.
9-11—State Homemaking Teachers conference, Pantlind Hotel, Grand Rapids.
10—MEA-Michigan Association of School Boards joint meeting of boards of directors, Lansing.
11—Michigan Association for Childhood Education workshop, MSU Union Building, East Lansing.
11—Business Education Conference, Strong Auditorium, Eastern Michigan University, Ypsilanti.
10-11—MEA board of directors meeting, MEA Building, Lansing.
10-11—Michigan Audio-Visual Association conference, Wayne State University, Detroit.
10-11—Department of Public Instruction mentally handicapped program conference, elementary type A programs, MEA Camp, St. Mary's Lake.
16—Michigan Association of Public School Adult Educators meeting, Flint Junior College.
17-18—MEA commission and committee meetings, MSU Union Building, East Lansing.
23-24—Thanksgiving recess, MEA offices closed.
23-25—Central Association of Science and Mathematics Teachers 61st annual convention, Sheraton Hotel, Chicago.
29-Dec. 1—Michigan Association of Secondary School Principals annual convention, Grand Rapids.

December

8-9—MEA board of directors meeting, MEA Building, Lansing.
10-12—Department of Elementary School Principals five-state region conference, Indiana University, Bloomington, Ind.
15-16—Co-ordinating conference, MEA Camp, St. Mary's Lake, Battle Creek.
25-29—Christmas recess, MEA offices closed.

January, 1962

1—New Year's Day, MEA offices closed.
4-6—Michigan Commission on Teacher Education and Professional Standards conference, Jack Tar Hotel, Lansing.
12-13—MEA board of directors meeting, MEA Building, Lansing.
20—MEA Department Presidents Council meeting, MSU, East Lansing.

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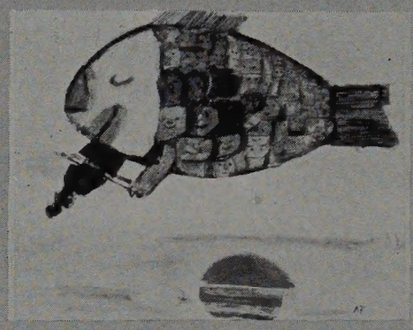

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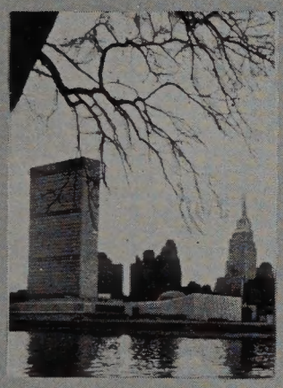

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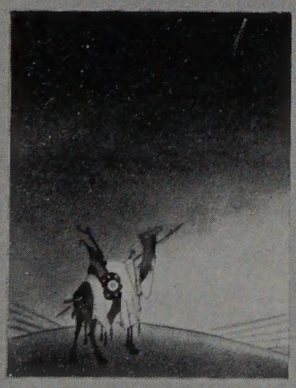

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